

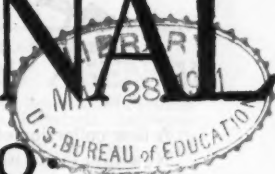
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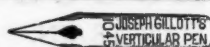
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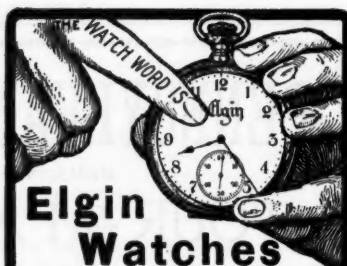
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For the Week Ending May 25.

No. 21

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The People and the Schools.

The main topic for discussion at the last meeting of the Harvard Teachers' Association was, "The People and the Schools." Of the four papers bearing upon the subject, as published in the *Educational Review* the one by Samuel M. Crothers is chosen, as taking up the "people's side." If by people, says the writer, are meant those who send their children to school, the parents who intrust little Johnny to the care of the school, it is pretty evident what is wanted. In the course of a few years (without making it too hard for little Johnny) the fond parent wants the school to prepare him for his proper place in the cabinet. The fond parent understands that education means "to draw out," and he knows that there is a great deal in little Johnny to be drawn out. If the teacher can draw out little Johnny so that the world shall see at once what the fond parent has all the time known, that is about what is expected. Of course, there are difficulties in the way. Sometimes little Johnny is not furnished "with all the conveniences for thinking." Such a circumstance as that, of course, doesn't trouble the parent. The teacher is hired to make up such deficiencies, and if the teacher fails in this respect, there is something wrong with our school system.

When we go beyond the fond parent and come to the people at large, it is, of course, a somewhat more difficult matter to find out what is really demanded.

The layman is always greatly impressed with the difficulty of any science that has to do with human nature. As long as one is dealing with inanimate things one can be pretty scientific, but human nature is a very tricky sort of a thing, and one cannot always get it into that classification to which it belongs. For instance, in the divinity school they teach a science called homiletics, which is supposed to be the science and the art of preaching; but a good many very careful students who got high marks in homiletics can not preach "just a little bit."

To go on with the subject—what the people want the schools to do—taking for the people the sensible persons who don't expect the teacher to work miracles or the school to bring out something that wasn't there in the first place, the first demand is very modest. They want the school to do as little harm to their children as the nature of the case will permit.

Wordsworth, in his enumeration of "all that is at enmity to joy," doesn't mention the school, but very likely he had it in mind. Now we want the school to have just as little enmity to the natural joy of life as is possible. You have no idea how interesting children are before they go to school, how perfectly delightful in their mental and moral character. When those children grow up to years of maturity they are not so interesting as they were when they started. That is the sad fact, and the school is not blamed for most of that, but still something has happened; something does happen to most of us which prevents us from coming to a full, normal, healthy, happy development.

A great many things which are spoken of as characteristic of the child ought to be still more prominent in the adult. Take the whole study of the imaginative life of the child. Mr. Crothers says he has often read articles in which the tendency of the child to imaginative play was spoken of as if it were, in the order of nature, a

transitory manifestation, giving way at last to the colorless existence of middle age. We want something of what Walt Whitman calls "The Spontaneous Me," to remain with us. (We all want "the Spontaneous Me," altho "the Spontaneous You" is always likely to trouble us.) We want that spontaneous life and mental activity of childhood to be developed into something equally spontaneous and much more beautiful, to crown the later life. School must, of necessity, imply drill and discipline, the shutting off of many things, and yet in the ideal of the school we have this, and we may rightly ask that it should be one of the aims of education to interfere just as little as possible with the spontaneous activities of the mind, and to develop them as much as possible.

If teachers can make children work, and yet leave unspoiled the very delicate faculty for joyous play, then they will have achieved great success. What we want to have left unimpaired is the feeling expressed in "The Child's Garden of Verses":

"The world is so full of a number of things,
I think we should all be as happy as kings."

Another thing is a part of the demand. These children that are sent to school must be fitted for work, and we want them hurried along a good deal in their mental processes. That is a very interesting theory about the child going thru all the processes that the race has gone thru. But when it comes to the practical application of that theory sometimes a very important element is overlooked, and that is the time element. What we call modern civilization, and modern Christianity, and all that, is simply the place to which we have got, as a whole, up to date. It seems to show that it is a pretty slow process for the race; but, on the other hand, the race has a long time to do it in, and it has pushed on, one way and another, and prodded up the steep, in a great many effective ways. But take it for little Johnny; what is his problem? His problem is in at most twenty-one years to catch up with the race. The human race in the course of ages has learned certain lessons of practical wisdom. Johnny must learn them all before he is fit to cast his first vote. The teacher and little Johnny should understand that there is some hard work to be done. Little Johnny is to be a little brute, and a little savage, and a little knight of the feudal ages, and all that, but in twenty-one years he must catch up with the race and be a good American citizen. Now how long is little Johnny to be a savage? How long is he to be a fetich worshiper? The teacher must continually prod him up and tell him every once in a while, "Time's up."

Just another word in regard to the general development of character. We expect a great deal more from the school than we used to in the way of specialized knowledge. The teacher must always be something more than a specialist, and that from that *something more* the great influence upon the pupil must come. There is something more than specific knowledge or specific skill required, something which we can only call by the old name, wisdom. Not that a boy of twenty must be very wise, but he should at least be wise enough to know his own place and to know his opportunity when he sees it, and to know what is expected of American citizens. There must be something of wisdom in the teacher, and that is the result, not of special study, but

of his whole life and the whole development of his character. That is what we want more than anything else—teachers who are competent thru their own character to teach children what is wise in the actual relations of life.



The Education of Parents.

The article in *The Forum* for May on "The Spoiled Parent," is not exactly educational perhaps, but it ought to be. The writer, Mr. Wilbur Larremore, cites the case of a woman now in middle life who, in moments stolen from filial drudgery, has managed to read a considerable amount of good literature, but who has suffered an eccentric and whimsical mother to absorb almost her every thought and almost her entire physical energy. She has never passed a week away from her mother and probably does not average more than one waking hour of the twenty-four out of her mother's presence. There is no reason for the daughter's lot, as the family is wealthy and lives in luxury.

There are more of such cases than most of us are willing to acknowledge. Too many persons who are acquainted with the circumstances, says Mr. Larremore, are disposed to extenuate even this extreme instance of parental vampirism by ascribing it to an unusually absorbing parental affection. On the contrary, it results from monumental and wicked selfishness. Some measure of personal attachment undoubtedly exists, but it should rank in moral grade about on a par with the tenacity of habit which causes a cat to cleave to a garret. Sentimental ideas should be, and in time doubtless will be, so readjusted that a parent would not dare to go to such lengths, tho there may be few of them quite so extreme as this unconscionable self-indulgence, and a child would feel that, tho generosity prompted her to yield to every exaction, duty compelled her to refuse, in like manner as it constrains a parent to withhold from children the indulgence that spoils and makes vicious.

The convictions and advice of a child at thirty are apt to be as beneficial to a parent of sixty, who will give heed to them, as the reciprocal influence of the parent upon the child. The ideal family life is that in which the vivid and unprejudiced perceptions of youthful minds are set off against the ripe experience of age. The mutual corrective influence so resulting may be of very substantial mutual help. The social sentiment is in need of revision, so that a child may be encouraged rather than hindered in throwing off the yoke of superstitious veneration.

The most common argument in support of the duty of filial self-effacement is that a child owes a debt of gratitude for nurture and care during infancy that no sacrifice during mature years can repay. Because a parent devoted herself to a child when the latter was young there is an implied contract that the child shall render similar devotion when the parent is old. Not only would emphasis of this view tend to discourage spontaneity of devotion, but the contractual analogy is theoretically unsound. Parents protect and rear their helpless offspring in obedience to the strongest and most universal sentiment of natural duty—a sentiment that is no stronger in humanity than in the lower animals. If there be any contractual relation involved, it is the very general one with society that a parent shall care for his children in return for the care he received from his own parents. As far as the child is concerned, he has a moral as well as a legal right to be reared from a condition of helplessness to one of self-support by those who took the responsibility of bringing him into the world.

The illegitimacy of the "gratitude" argument becomes more obvious when we reflect that it is precisely in cases where the strongest grounds for filial gratitude exist that there is least probability of parental usurpation. Under the surviving tradition of parental ownership, the majority of parents, even in democracies, regard their children altogether too much as personal

appendages. Even among well-meaning and ordinarily just persons there is a large modicum of unconscious selfishness in the parental attitude. A child owes gratitude to a parent in proportion as the latter has resisted self-indulgence and displayed self-sacrifice. And a parent who has subordinated self-interest to the child's real good, during tender and formative years, will be the last person to claim an absorbing lien upon his later life.

Worth thinking about, is it not? A delicate subject to be sure; and yet one that will bear consideration from mature men and women, whether they be teachers, or in other walks of life.



What is to be Expected of the School?

THE SCHOOL JOURNAL is indebted to Mr. Luther Gullick, director of the Pratt Institute high school, for a very thoro study of the fundamental conditions to be met by the secondary school. The conclusions are worthy of careful consideration, and are of value as much to the superintendent and to the grade teacher as to those connected directly with secondary schools. The article appeared first in the *Pratt Institute Monthly*.

From a study of the physical conditions of adolescent youth, the writer shows conclusively that the first thought in the construction of a high school program should be the health of the pupil. This requires good ventilation, good carriage of the body while sitting, standing, and walking, as well as while in the gymnasium; ample time for daily bodily exercise, not only in the gymnasium, but out of doors; absence of a sense of pressure and hurry—ample time for sleep and play—and other elements related chiefly to the home. In what way, then, may attention to health be carried on in the high school without disturbing the program? The inquiry should be put in this way: To what extent may academic subjects be studied during the early teens without interfering with the health of the pupil? To that extent, and to that extent alone, should academic subjects be studied. Let the first point, then, be regarded as settled; the high school program shall be based upon the provision for each individual of a full measure of strength, health, and endurance.

Mental Characteristics.

Taking into consideration the mental characteristics of adolescence, boys' interests in the heroic, and girls' interests in the romantic deserve large consideration in the construction of a history course. The interests of boys and girls, alike in their material environment, in the daily occupations of their elders, and in the activities of the community, form a natural group of interests upon which to base a study of community life. The now rapidly-growing interests of the children in dress, in things of beauty, in music and art, indicate that this is the critical period for the formation of taste. Hence any high school course would be incomplete that did not give a place to the cultivation of the æsthetic feelings. These, altho they do not appear to have a directly utilitarian effect, are large factors in determining our relationship to others, as well as the fullness and beauty of our own lives.

Deeper, however, than specific interests, and, indeed, underlying nearly all of them, is a still larger factor that demands more thoro consideration. We are struck by the impetuosity of youth and by the fact that children are so interested in what they are doing as to forget other, and what seem to us larger, things. The boy playing football takes hold with an intensity that is both puzzling and annoying to those who wish him to be doing other things. We desire the young to be faithful and persistent, whereas most of them are intense and spasmodic. The boy will collect stamps or shells, coins or books, with the most absorbing interest for a few months, or for a lesser period, and then will frequently drop this activity altogether. A group of girls will be interested in reading certain books, and feel that their lives have

been largely molded by the influences brought to bear thru these books, but in the same hidden way their interest dies suddenly, and a new interest, as sudden and intense as the old, arises to take its place.

In education we seem to have largely ignored this capacity for intense work during the formative period, for we present as many topics to children in the high school as are presented in the kindergarten. The power of consecutive attention is not trained in this way, altho large groups of facts may be imparted by such means. The power of consecutive thought is trained by going deep into subjects. This power of concentrated mental work is of greater significance during the early years than is any one of the results of the work itself. Yet high school programs have thirteen, or even more, topics a week to be studied.

The Right Kind of Program.

Children, during the adolescent period, are immature adults; they are far more adults than they are babies. Probably the best plan for the average adult is to study one subject most, incidentally carrying other subjects to a less extent, in order to give mental variety. The interest in plays and games is significant no less than the method adopted by the scholar; for each shows the mind at work from within, adjusting itself to the problems without. The high schools having thirteen topics per week violate this fundamental characteristic of the adolescent mind. Most of the time in each recitation must be spent in recalling the work previously done. Let the topics be few in number and intense in character. The elements of nearly all subjects are easy. Intellectual discipline does not come in connection with easy work. A few studies taken thoroly mean more to the individual than many taken superficially.

The question will at once be asked: What subjects may be omitted? We should ask instead, how many and what topics should be studied? We must come back to the thought that the pupil is of more importance than the program.

The Social Side.

The school must need to think very definitely in regard to the dawning of the social instincts during adolescence. It is true that the individual has, in many respects, been a social individual before, but he now comes into the social relationships in a new and altogether larger way. The careful analysis of the plays and games carried on by boys and girls during the years preceding the teens, shows clearly that to win as an individual seems to be the characteristic of the period. With the advent of the teens, however, there is a great development in interest in those games that depend upon "team work:" football, baseball, shinny, hockey, basket ball, polo, cricket, lacrosse.

Another line of approach to this topic, and one giving us similar results, is thru the boys' spontaneous organizations; that is, their gangs, cliques, clubs, their chums, and pals. The individual is no longer supreme. The consciousness of kind is gripping the boy and bringing him out unconsciously into a life of relationships; into loyalty to something that is larger than self, a group or gang or team loyalty. It is the development of these instincts or feelings that makes the co-operative endeavors of civilized life possible. This is the basis of love of city, of love of country. While it is true that this loyalty has been further developed in the man than in the woman from the side of consciousness of kind, it is true, on the other hand, that woman has been developed with reference to loyalty to husband, children, and home. Thus, while there may be two ways to the development of loyalty to others, one taken chiefly by man, the other chiefly by woman, still it is true that this loyalty must come to both, and in general it must come during the high school years. We all agree, that, in order to get into wholesome, loyal, and faithful relations to our fellows, the developing of the team spirit is essential; for the team spirit is a large factor in bringing about a fitness in the individual to live in a civilized, social community. The burden of

giving opportunity for these relational qualities to develop in the individual rests, largely, upon the school.

A third line of approach to the social question would be thru the analysis of the reading that boys and girls enjoy during these years. A study of reading enjoyed by boys gives the following results: The heroes in the boys' stories who are the most popular are those scouts or detectives, or sea captains who, forgetting their own safety, risk their lives for some one else. The person who is merely selfish is never a popular hero to the boy of these years. In the same way with the girl, while the emphasis is upon romance, mere self-achievement, the winning of wealth or power does not in itself characterize fairly their leading heroes. It is the same principle that underlies their games, or their gangs, or their domestic life. It is the larger unit that is appearing in consciousness, and the largest interests of boys and girls alike are centered about those persons who, in some obvious way, actually do things for others and in a way that appeals.

A fourth line of inquiry is as to the age of conversion and of first crime. The bulk of all conversions occur during the period from twelve to eighteen. If one regard religion as essentially characterized by the service of others, one then sees the significance of these figures in terms of adolescence. In what way may the school recognize this reaching out of the social nature of boys and girls during adolescence? In some way there must be developed in the school to a large degree the spirit of school loyalty, not for the benefit of the school, but for the benefit of the pupil; for here is offered an opportunity for loyalty that is larger than loyalty for self. This is one of the advantages of school athletics. It tends to call out and develop this school spirit that makes definitely toward the development of the spirit of loyalty. There are, however, more intimate ways than this of approaching the problem. It is a matter of common observation that the pupil comes into more general social relations with others in connection with dancing and eating than in most other ways. When a group of individuals come together for social purposes it is our custom to see that they have opportunity to eat, after which social relationships seem to be vastly easier than before. The after-dinner speech would be impossible before dinner, quite aside from the contradiction involved in the terms. When a group of individuals come together about the piano and sing, they, too, quite unconsciously to themselves, come into a new social relation. Individuals who march together, who dance together, also come to a greater or lesser extent into this feeling of increased social unity.

There is a still deeper significance that must be given to the social instinct. We are living in a time when democracy is being tried, when the value of the individual is being tested. Preparation for democracy is by democracy. The social feeling of the school must be led to crystallize and form the traditions of good government. Public opinion must not tolerate dishonesty in the class-rooms. It must maintain order and a high standard of social co-operation in the school. That government is real, and makes for the molding of character, which is the best expression of the truest feelings of the governed themselves.

The Community's Rights.

What should the community demand from the school? First, capacity for self-support. Every individual has a right to an equipment, so that he shall be welcomed into a world in which he must live.

Those who complete the school and the college and who thereafter take a professional training, have secured a certain amount of equipment, which, in most cases, makes them welcomed into the community to which they go. The schools of mines, architecture, civil engineering, all point definitely toward social utility. The present trade schools are not upon a high level educationally. They do not correspond to the high school as the technical schools correspond to the college. The present

avenue to economic independence is, on the part of those who must accomplish this independence by the time they are twenty, thru work and not thru school.

The reason why equipment for self-support is necessary, while ostensibly economic, is in its deeper aspects moral and psychologic. The individual who has the capacity to support himself has another relation to the world from that of the person who is consciously helpless and dependent upon the will of others. Approached from this standpoint, the school must give to each pupil that which shall make him consciously independent.

The community has a right to demand of the school that it shall, so far as possible, discover the particular ability possessed by each individual. Our value to the world depends not merely, nor indeed mainly, upon our having those ideas and capacities that are common to all. It depends as much, if not more, upon our having something which is distinctive, something which shall make our service different in some way from the service of someone else. Each personality shall thus have its true expression in the community life.

What general knowledge is so basal that the community has a right to demand it from every one who is to live the community life? Every pupil should acquire during the high school habits and understanding of healthful living. Children who have studied physiology do not seem to be more inclined to live in a healthful way than those who have not. We must trust to the formation of healthful customs and traditions. This can be done unconsciously, as well as consciously, by the attitude of the teachers in the school. The community has a right to demand that each individual shall come to it having a sympathetic relation to society. We should demand of our teachers of history, of economics, of political economy, that they be fundamentally patriots. They must teach the truth, but they must first of all teach the constructive, sympathetic truth.

What specific knowledge shall the community insist upon the individual's having? Every one must be able to read English rapidly and well. It is also important that each individual be able to write simply and clearly things that he has to say. The community has a right to expect that every child shall know addition, subtraction, multiplication, and division, so as to work accurately and well in these four fundamentals, as well as in simple fractions and decimals. It is further necessary, in order to intelligent citizenship, that every person shall have a sympathetic knowledge of the history and traditions of our country, our political system, our industries.

It is the belief of the author that the pupil shall, before finishing the grammar school, have clearly developed within him an appreciation for art, particularly for those arts that relate to suitable daily life in the home, to clothing, to implements of daily use, to furniture. It is not of so much importance that the child shall have technical skill in drawing as it is that he shall love and appreciate beauty. If beauty is not a thing for everyday life it has no place in the world.

The Means.

The high school teacher must be the kind of a person that we wish the boys and girls to be like. A strong, brave, wholesome, honest, true, chivalric man will call out in the boys and girls that which is strong, brave, wholesome, honest, true, and chivalric in their own natures. A woman who is gracious, true, loving, trustful, will be the means of calling out the corresponding fine characteristics in her pupils. On the other hand, a teacher who is careless in dress, sarcastic in manner, superficial in character, will inevitably be the means of helping to turn the pupil's character to development like his own. The teacher who retains the zeal of the student, who is still reading and studying, will inspire intellectual ambition and earnestness in the pupil. That which is growing in the life of the teacher can be made to live and grow in the life of the pupil.

The Social Side of High School Life.

The social element in all phases of school life is coming more and more prominently to the front. Perhaps our grandchildren will have solved these many problems of the American and would-be American in his place in society, but as yet the difficulties lie heavy on kindly hearts and earnest minds. Any inkling of a solution is welcomed, and discussion is ever helpful, since it gives some light by presenting various opinions as to what may be done. The paper on "The Social Side of High School Life" read by Prin. Ralph S. Garwood, of the Marshall high school, before a recent meeting of the Michigan Schoolmasters' club, is a valuable one, since the suggestions therein contained are derived from practical, successful experience in dealing with pupils of high school age. The paper is printed complete in the *School Record*, from which portions are selected.

As an organization, according to Mr. Garwood, the high school is made up of young folks of nearly the same age, and as a result with nearly similar ideas and aims; hence, socially, unity of action is more nearly possible and, for the same reason, there is more need of guidance; then the school is composed of all grades of society and is, theoretically at least, the great leveler of social distinctions, and lastly, it is made up of persons of all shades of religious belief. In dealing with the question these conditions of high school life must be kept in mind. That some form of social life exists in each school goes without saying, as a natural result of associating young folks together, whether it manifests itself in the form of cliques, which is bad, is ignored by the powers that be, which is worse, or is resolutely suppressed, which is the worst of all. This social side of the school may be made a powerful implement for good discipline and work, or the road of the principal may be made much harder, by ignoring the facts and conditions of the school socially.

Forms of Social Life.

Literary or debating societies are a positive help to the school. They develop depth of thought and accuracy of expression, encourage outside reading in preparation for debate, bring forward the timid, knock the rough corners off the uncouth, and give that self-reliance and ability to think upon one's feet that will stand the pupil in good stead in later years. It may, indeed, result in conceit and boldness in rare cases, but in the democracy of the society this danger is not great. The chief difficulty, however, is to prevent those who are enthusiastic in the society from regarding their assignments there of first importance and their regular school work of secondary importance. As a safeguard to this, the provision in the charter, under which the society is held, should give the principal some control, when necessary, such as is now given in athletics, so that, because of poor school work a pupil may be kept from taking part in the society program. The societies should be given a room in the high school building for their meetings, and a bulletin board for programs. Public meetings and joint contests should be encouraged and supported.

Much more difficult to handle wisely is the question of secret societies in the schools. They are a natural outgrowth of the fervor for secret societies that exists all over the land. Scarcely a man but belongs to one or more secret organizations, and what more natural than the youngsters should want to organize similar ones? In the school they have taken on more of the collegiate form as a result of the tendency to introduce features of college life down into the high schools. It is a serious problem. A secret society is a motive power in a school, capable of being a help or hindrance as it works with the principal or against him. A secret society is a clique in its worst form, and cliques are not desirable in school life. Still the desire to organize into a secret society with all the paraphernalia of secrecy is natural, and being so, it may be better to direct than to repress.

Class meetings and socials are on the whole good. They cultivate a clannish feeling, it is true, but create at

the same time a class feeling and loyalty that is beneficial. Students under this influence will work to remain in their class, and will be more careful of their actions where class honor is concerned. The class socials will bring the bashful and ill-bred into the society of those who will do them good. The use of school rooms for meetings should be allowed. Class rivalry when it takes the form of interference with another's meetings, damage to property, or indulgence in class rushes should be crushed with a strong hand.

The school social and reception give us the greatest good and least harm. Do you have the country pupil problem to face? Those who in hunger for knowledge walk long distances, study when they can with heavy home duties, come from poorly taught schools and so find their work all the harder because of poor preparation, and plunge into a world where they do not know a soul. Often you can get hold of that quiet, timid, bashful fellow, who is not doing good work from sheer diffidence, if you can meet him in a social way, and the effort to do so will pay big dividends. Let such functions be held in the high school building if at all suitable. If a more or less complete kitchen is now recognized as an essential part of a church, why not of a school?

Alumni associations are valuable in bringing the school before the public.

Advantage of Athletics.

It is thru the athletics of a school, however, that the social side makes itself most apparent. The growing boy during the high school years is at a stage where his nature demands active, vigorous, outdoor, physical exercise, and it is wise that athletics comes in to secure the exercise demanded. It makes a boy do good work at a time when he does not especially like to study; it gives the dull boy a place in the school's estimation along with the bright; it teaches quickness, obedience, endurance of hardship, and often of physical pain; gives control of temper under trying circumstances; teaches how to endure defeat and take victory modestly and easily; it helps hold the boy in school over the danger line of the tenth grade as no other influence can. The country boy feels out of place in the city school, but his very country training makes him a good team man, and in the team there is no respect of persons.

The girls, however, need to come in for a share of consideration. A girls' athletic association to play basket ball, hand ball, and tennis should have as vigorous an existence as the boys' association. The girls will take hold and it will be a great help in the work of the school.

The Right Sort of Things.

A little extract from a story in a recent number of the *American Mother* is worth pondering. Here it is: "There wasn't nothing in that room that was costly in dollars and cents, but there was everything in it to help anybody to learn about everything else. There was building blocks an' mechanical toys for the little ones, there was a magnet an' a magnifying glass, there was tools and a turning lathe, there was bird-houses and water-wheels an' windmills them little children had made. They had pictures on the walls an' a shelf with books and papers on that told about the things they were learning. An' better yet, there was seven little cases with shelves in 'em. Seven, you mind, one for each of 'em; the baby wasn't left out, that thoughtful they were. The children had made them out of boxes an' painted 'em all up nice; them was for museums, for curiosities. I just stood in amaze, to see the things they'd got on them shelves. I can't begin to mention all the things; an', mind you, every one of 'em was labeled an' the children had learned about every one of 'em somehow or 'nother. Well, Ann Page, the long an' short of the whole business is, them children's heads is as full of what won't hurt 'em as an egg is of meat. I don't believe anybody could get a bad thought in edgeways."

Productive Scholarship in America.

The *Atlantic Monthly* has in recent years presented many strong articles upon educational topics. In particular, readers have learned to look for the articles by Prof. Hugo Muensterberg as certain to contain much solid old pedagogical truth presented in new and attractive forms. His "Productive Scholarship in America," which appears in the May number, will help to sustain his high reputation as an original thinker of old thoughts. Most readers will regard his contentions at first with a suspicion which will surely change to cordial sympathy as they give the article serious consideration. They will regard his medicine as wholesome and one that is not liable to be administered in too large doses.

In America, as in Germany, the question of productive scholarship is essentially a university question, as in both countries the chief advancers of knowledge have been at the same time professional daily teachers of academic youth. Here, as in Germany, the union of scholar and teacher in one person is the rule; the scholars who are not teachers are in both countries the exception. Every advantage and disadvantage, every reform and every danger for scholarship, is in America, therefore, as in Germany, first of all a university problem.

Why has Germany's productive scholarship attained the power to mold the thoughts of the world, while America's, so far, has not? Why are the German universities such fertile ground that in them even the smallest talent comes to flower, and the American universities such sterile ground that here often the finest energies are destined to wither.

One reason offers itself at once: in Germany, the very idea of a university demands productive scholarship as the center and primary interest of all university activity; in America, it is an accessory element, a secondary factor, almost a luxury, which is tolerated, but never demanded as a condition. In Germany the spirit of the university is absolutely different from the preceding stage, the gymnasium; in America, the university work is mostly a continuation of the college work, without any essential qualitative difference. The university is a more difficult college—a college which presupposes a greater amount of information, and where the best informed teachers of the country are teaching; but its spirit is exactly the college spirit, merely on a more elaborate scale of instruction.

This is the point where American intellectual culture betrays its limitation: American institutions do not show sufficient insight into the fundamental fact that the highest kind of knowledge is not wide, but self-dependent. No one, even in his special field, can really examine everything himself, but he is not self-dependent till he fully knows how to do it; that is, till at least in one point he has proved to himself that he is able to go beyond all that mankind has hitherto known about it. No amount of information can be substituted for training, and a university course which deals with the history of ten years from a really critical point of view is therefore more important than another which pictures a thousand years from a dogmatic standpoint.

The only possible teacher for this highest kind of intellectual activity must be a scholar who is himself a master of scientific method, and as such a master only is the productive scholar tested. Productive scholarship will never reach a really high level in America till it becomes the informing spirit of the American universities; and it cannot be their spirit till the difference between the ideal of the university and the ideal of the college, between the dogmatic and the critical attitude in knowledge, is fully grasped by the community.

What other way is open to prove the possession of a power than the use—and the successful use—of it? A singer who does not sing, a painter who does not paint, and a university scholar who does not advance human knowledge stand then on exactly the same level. To

say that a man might have advanced human knowledge, if he had not preferred to give all his time to teaching by lectures or by popular books and articles, is absurd, if he never had an opportunity to be tried. He might just as well say that he would have been skilful in walking the tight rope, if he had not preferred his life long to walk on the floor.

No one ought to interpret this to mean a lack of appreciation for the receptive scholarship and the fine teaching qualities of a good college instructor who wants to be teacher only, or of a writer of pleasant and helpful popular books. The really good teacher needs many gifts and qualities which may be absent in great scholars. A good photographer is certainly a more useful being than a bad artist; but no photographer understands the meaning of art who thinks that he and Sargent are in principle doing the same thing. As long as productive scholarship is not recognized by the public consciousness as something absolutely different from receptive scholarship, its development must remain an accidental one, and can never reach the level which American civilization has reached in so many other directions, and which might be expected from the large external resources of the higher institutions of learning.

No one understands the conditions of productive scholarship here who does not consider the path which the young scholar has to follow. Of twenty-six advanced graduate students at Harvard, the more ambitious ones, and the socially stronger ones, were they in Germany, would choose the career of productive scholarship; and while the majority would be satisfied to jog along the road of the gymnasium teacher, some would enter the university career as privatdozenten. Once admitted to the university as such privatdozenten, they can teach as much as they want to, and, above all, can teach whatever they choose, it may be the most specialized topic they are interested in; they live in an academic atmosphere, devoted exclusively to productive thought, and so they wait till a vacancy of a professorship occurs, knowing that it will be filled by the man who has done the most valuable piece of scholarly work.

The young men here when they have left our research courses have no other prospect before them than to enter as instructors in a college. They are satisfied when they get decent instructorships or assistant professorships in a college.

A good man goes into a good college. He finds an abundance of work, which crushes by its quantity his good will to go on with scholarly interests. The young man who has to conduct twenty "recitations" a week, and to read hundreds of examination books, and to help on the administrative life of his place, begins by postponing his scientific work to the next year, and the year after next, when he shall be more accustomed to his duties. The amount of work, however, seems the least important issue, and it is a mistake to regard it as the chief obstacle to production.

Much more essential seems to me the quality of the duties. A young scholar ought to devote himself to special problems, where he can really go to the sources; instead of that, our young instructor has to devote himself to the widest fields, where it is impossible to aim at anything but the most superficial acquaintance. At first he is troubled in his scholarly conscience, remembering the spirit of the graduate school; but soon he grows accustomed to the prostitution of science, shame disappears, he gets satisfied with a method of thinking which makes his courses effective and his work easy, and the possibility of his own production fades out of sight.

But take for comparison the most favorable case. Our young man is vigorous and successful; he becomes a professor of a real university after ten or twenty years. Of course the situation is now more favorable for his serious work than in the small college: the standard is higher, the atmosphere more dignified; the cuter means for work, books, instruments, are plentiful; advanced students are ready to follow him; his teaching is reduced

to a very reasonable amount—perhaps one or two hours a day. Everything seems encouraging, and yet he feels instinctively that the fullest stimulus which he had hoped for is even here not found. He sees that the vital forces here also are the good teachers, and not the great thinkers. He feels as if his productive scholarship were merely tolerated, or at least considered unessential, as no one demands it from the others as an essential condition of their presence.

Whenever in Greek-letter societies some one makes an academic oration about the profession of the scholar, one feature is never forgotten: the scholar does not care for money. That is certainly very uplifting, but it seems hardly true to anyone who sees how the great majority of American professors seek money-making opportunities that have a varnish of scholarship, but no pretense of scholarly aims. He will not do anything that will bring money, but he will do few things which bring no money; and as the really scholarly books never bring any income, he deceives himself by all kinds of compromises—writes popular books here and works for an encyclopædia there, makes schoolbooks and writes expert's testimonials, works in university extension and lectures before audiences whose judgment he despises.

It must be said in all frankness that a financial situation in which American's best scholars—that is, those who are called to instructorships of the leading universities—are so poorly paid that they feel everywhere pushed into pursuits antagonistic to scholarship, thus crushing the spirit of productive scholarship, is not only an undignified state of things, but one of the greatest dangers to the civilization of the country. They do not envy the rich banker his yachts and horses and diamonds, but they want a home with æsthetic refinement, they want excellent education for their children, they want a library well supplied, they want pleasant social intercourse and refreshing summer life and comfortable travel: and they ought to have all that without doing more than their normal university teaching, being thus free to devote the essential part of their time and thought to the advancement of productive scholarship. Exactly that is the situation in Germany, and no similar freedom of mind can be reached here by the scholar if every university professor, called to his place for real university work, has not a salary which corresponds to the income of the leading professors abroad.

But America needs to offer large, even very large salaries on still another ground. We need high salaries because at present they offer the only way open to give slowly to productive scholarship, social recognition, and social standing, and thus to draw the best men of the land. Without great social premiums America will never get first-rate men as rank and file in the university teaching staff.

The greater number of those who devote themselves to higher teaching in America are young men without means, too often also without breeding; and yet that would be easily compensated for if they were men of the best minds, but they are not. They are mostly men with a passive, almost indifferent sort of mind, without intellectual energy, men who see in the academic career a modest, safe path of life—exactly the kind of men who in Germany become gymnasium teachers. But those who in Germany become docents of the university are for the most part of the opposite type; they are, on the whole, the best human material which the country has. They come mostly from well-to-do families, and seek the career because they feel the productive mental energy and the ambition to try their chances in a field of honor.

Nothing similar stands as yet as a temptation before the mind of the young American. Can we really expect many brilliant young men of good families to enter a career which will for years demand from them superficial teaching in the atmosphere of a little college, with no hope, even in the case of highest success, of a salary equal to the income of a mediocre lawyer, and in a professional atmosphere in which the spirit of scholarly

interest is suppressed by the spirit of school education?

As soon as the best men are attracted and excellent work is really done, the development will be a natural one. On the one hand, the community will begin to understand the great meaning of productive scholarship, and its world-wide difference from receptive and distributing scholarship; university work will thus get its social recognition, and the ambition to be a productive scholar—not merely a pleasant author—will be the highest stimulus in itself, and will secure for all time the highest standard. Then, also, the question of salaries will become quite secondary. America has no difficulty in filling the positions of ambassadors, even tho the expenses are not seldom three times greater than the salaries. In the same way, Germany would be able to fill its professorial chairs if they brought no salary at all; the honor of the place rewards its holder, but at first this honor must be made clear to the community.

This fact that America has done something, even under the most adverse circumstances, strongly inspires the hope that it will do great things when once the circumstances shall be as favorable as they are in Germany; that is, when the university work is by its aims clearly separated from the work of the lower college classes, when the calls to university chairs are made first of all with reference to scholarly production when the young scholar has a chance to remain as docent from the beginning in advanced university work, and when the social side of the profession is so developed that it attracts the best men of the country.



Education in Zürich.

Chancellor Vincent, who is at the head of the Chautauqua movement, secured and has had published in the *May Chautauquan* a brief sketch of the schools of Zürich, Switzerland. Prof. Andrew Baumgartner, the writer, who is connected with the public schools of Zürich, says that since elementary instruction is made compulsory by law, and since the town, the canton, and the state do so much for the public schools, there are very few private schools in Zürich. The same is true of any other town or place in Switzerland, Lausanne and Geneva perhaps excepted.

Children between the ages of six and fourteen are compelled to attend school. They must attend the primary school. The obligation is precisely this: all parents are bound to give their children instruction at least equal to that afforded in the public primary schools; but if they choose, they are at liberty to teach their children at home, or they may have them educated in private establishments. Attendance upon the kindergartens, which have no state endowment is optional.

At the age of twelve any child may leave the primary school, and go either to the secondary school or to the gymnasium (the classical department of the so-called cantonal school). Those who enter neither of the schools at twelve have to stay two years longer at the primary school. The primary and secondary schools are free, and the books, stationery, and so on, are supplied gratuitously by the town.

Children leave the secondary school at the end of two or three years, in order either to learn a trade or to continue their studies. To do the latter, girls go to the high school for girls, or to the school of industrial arts. Boys have a greater choice of schools—the commercial, the technical or industrial school, the agricultural school, all of which are at Zürich; or the cantonal training college, which is at Küsnacht, four miles away from Zürich; or the cantonal Technikum, which has its seat at Winterthur.

The cantonal school has three departments: the classical, which prepares for the university and the veterinary school, the technical, which prepares for the federal polytechnic; and the commercial, which prepares for life, or for further studies at the university.

The high school for girls has three divisions: one for general education, another for a commercial training, a third for the training of teachers for the primary school. There are courses to train teachers for the kindergarten system, also special Latin courses for those who wish to enter the university, to study medicine, law, etc. At the age of fifteen girls may also attend the school of industrial arts.

There are still other public schools maintained and managed by the city, for instance, the *Gewerbeschule*—(a) school of trades and handicrafts, (b) school of industrial arts—the schools of music, of dressmaking and cutting-out, of cookery, of silk-weaving, and a mechanics institution.

Sir Francis O. Adams and C. D. Cunningham truly say in their book on the Swiss Confederation: "The Swiss citizen takes an honest pride in his school and everything connected with it. The school-house in any town or village, from the capital of the canton to the most remote hamlet, is certain to attract the notice of a stranger as one of the most solid and commodious buildings in the place, and no site, however costly, would be looked upon as thrown away by being used for a school-house." The town of Zürich, with 150,000 inhabitants, has about forty school-houses for primary and secondary education alone, all of them large edifices and many of them really fine buildings.

Besides all these there are schools for the blind and deaf and dumb, and for children of weak intellect.



Educating Children in the Use of Money.

How to make the best use of money is a problem that haunts many, many grown folks who failed of proper training in the subject in youth. It would seem, from the tone of Mrs. Luther Gulick's article in the *American Kitchen Magazine* for May on "The Education of Children in the Use of Money" that the writer was one of the many. After some ten years of rather unsuccessful experimenting, the wisdom of teaching her children how to save and how to spend money was deeply impressed. Some of the results are worth noting.

The children began, Mrs. Gulick writes, by keeping their money in a bank, but the bank was frequently opened and the money lost. Later a weekly allowance was started, of as many pennies as the children were years old. When the oldest was ten, the money was put into her own hands. After a month's experience she went to her mother and said, "Mamma, I am not old enough to take care of my money alone yet." It was explained that it is easy to spend money which is readily accessible, and for this reason older people keep their money in the bank. Since then the money has been placed in the mother's hands for safe keeping.

The experiment which has seemed to give most satisfaction in the writer's family consists in giving the children a separate daily allowance of five cents to buy all their footwear,—shoes, stockings, rubbers, rubber boots, slippers, and elastics. The sum amounts to \$18.25 a year. This about covers what it costs, with a small margin. The children discuss the merits of boxcalf and kid shoes, of thick solid rubbers and of common ones. One child said to another when the plan was started, "I am going to buy some white kid slippers with my money," but the second child soon convinced her sister of the foolishness of so doing.

"If such training had been mine," Mrs. Gulick continues, "I would not be found paying all the way from three to seven dollars for a pair of shoes. I would know the best kind to get. My daughter knows better than I do what she wants. She said to the clerk, 'I want a heavy pair of laced shoes, good for winter weather, shoes that will hold a skate well, and not over two dollars in price.' She got just what she wanted."

Children must learn what it means to earn money. This lesson can not be gained in the home. A child will

(Continued on page 579)

The School Journal,

NEW YORK AND CHICAGO.

WEEK ENDING MAY 25, 1901.

Boston, Thou Sleepest.

The sudden resignation of Miss Sarah Louise Arnold from the Boston board of supervisors, on May 14 has again forcibly called attention to the desperately deplorable conditions in the Boston public school system. It seems incredible that the people of Boston can allow its educational experts to be subjected to all sorts of indignities and deprived of almost every possibility of giving their best energies to the schools. The lesson of last Fall seems to have been forgotten. Mr. Anderson's article in the *Atlantic* for April appears to have had no effect upon the city's conscience. Certain members of the school committee continue—and public sentiment does not stop them—to regard their political superiority to the supervisors as proof of their greater wisdom. The pomposity of their bearing towards their subjects on the board of supervisors reminds one of that swash-buckler whom Plautus describes in his *Miles Gloriosus* and very fittingly calls Pyrgopolynices the stormer of walled towns. If they did not interfere with the supervisors' pursuit of their professional duties, Miss Arnold and her confreres would be pardoned in not taking these superior people seriously. But when a member of the board of education refers to the supervisors as "uncrowned educational kings," never seen at the schools, with no other official business than drawing their salaries and then going home to write text-books, etc., etc., one may be pardoned for ceasing to regard the attacks as very humorous or mirth-provoking, especially if the assaults are followed up by the framing of a rule requiring every supervisor to put in at least one hour a day at headquarters, no two of them at the same time, and insisting that a book be kept for the inspection of members of the school committee, in which each supervisor shall enter a full explanation of his or her failure to be at headquarters at a given hour.

Nothing short of a pachyderm could hold office in a school department where the conscientious giving of one's best efforts is rewarded after the Boston school committee style. Whether Miss Arnold is persuaded to return after the disgraceful and slanderous attacks made upon her, or whether she decides to retire permanently from the Boston school service, the city ought to take immediate steps to bring its educational system in line with those of other enlightened municipalities in America. With her supervisors and teachers, men and women respected thruout the country, she is the most wasteful in the expenditure of educational efforts in other lines of any city. A most radical step is needed. If the spirit of the Boston of old has departed and the people can no longer be trusted to take an enlightened view of their educational responsibilities, the legislature ought to step in with a plan for complete reorganization. The board of supervisors has long been in need of increased membership; it ought to have more power. The term of office of each supervisor ought to be lengthened and the salary increased. Are there not enough friends of the schools to be found in Boston to band together for the purpose of removing politics and sectarianism from the educational system and to secure the appointment of people to the school committee who will take a lofty view of the duties to be performed? Who will come to the rescue of the schools?

Important Temperance Legislation.

A bill which radically curtails the amount of temperance instruction and which, among other modifications, strikes out the requirement heretofore existing, that only the so called "approved physiologies shall be used," has passed both house and senate of Connecticut,

unanimously. Arrayed against it stood Mrs. Mary H. Hunt and her advisory board of the National W. C. T. U. On the other hand the State W. C. T. U., and the Connecticut Temperance union supported it heartily. Indeed, it was, if we mistake not greatly, the first instance in any state of a union of teachers and temperance people upon a temperance educational bill. The chairman of the committee of principals and superintendents who represented the school people in the contest was Prin. W. B. Ferguson, of the Middletown high school.

Mr. Downing on Trashy Literature.

It is an old story that pupils go thru the schools and learn a good deal about the three R's but nothing else. And there are those who commend this plan. Lately Mr. A. S. Downing, principal of the New York city training school for teachers remarked to a reporter on the *Sun*, "It is amazing how incomplete and rudimentary is the knowledge of the great majority of our high school graduates concerning the great English writers. They know little or nothing of them save their names. Shakespeare, for instance, suggests nothing to many but a name; they have heard about Hamlet or Macbeth; they have never read them; it is the same with the other authors. I am afraid trashy newspapers, and magazines have taken their places."

This view of Mr. Downing is entirely correct, and the effort to maintain the great English writers in the place they deserve to occupy is to be most heartily commended. There should be a united effort on the part of the grammar and high schools to interest the pupils in reading the English masterpieces. Many years ago *THE JOURNAL* began the work of aiding the teachers to observe authors' birthdays; it was the originator of a movement that became extensive. But the difficulty is that the teacher himself (or as the majority are women we might more properly say herself) is unacquainted with the great authors.

And Mr. Downing is right again when he says trashy magazines and newspapers are preferred. The numerous agents we see give us information on this point that explain the reason why Shakespeare, Irving, Scott, and DeFoe are neglected. One teacher could not take an educational paper, because he already had the *Police Gazette*! And more, he had gotten up a club for it!!

The "trashy magazines" that the teachers subscribe for are reckoned by tons. Not only does the reading of them take up the time that should be given to the English masters but literary taste is wholly vitiated. And worse still, their teaching power is destroyed.

We hope Mr. Downing and all who think with him will make an effort to arouse the teachers to put an end to the reading of "trashy newspapers and magazines." Teaching demands both mental and moral power—both these are destroyed by the perusal of much that is now printed and widely circulated.

Catholic Parochial Schools.

According to the figures prepared for 1899 the latest available, the total number of pupils in the Catholic parochial schools in the United States was 853,725. Computed at \$10 per capita the cost of maintaining the parochial system of education would be over \$8,000,000 a year. These figures do not include any statistics of children educated in the very numerous orphan asylums under Catholic management. Academies, colleges, and other institutions devoted to higher education are also omitted.

New York State leads all the rest, with 424 parochial schools and 136,239 pupils. Chicago has 48,200 parochial school children; Cincinnati, 26,472; Milwaukee, 27,703; Philadelphia, 40,133; St. Louis, 24,430; Boston, 37,747; Baltimore, 21,077; Cleveland, 32,361; Detroit, 17,200; Hartford, 23,000; Pittsburg, 32,722; Providence, 17,100; Scranton, 11,317; and Springfield, 16,381.

SUMMER TRAVEL GUIDE

A large proportion of the teachers of the United States, now numbering over 400,000, will travel during the long summer vacation. The PAN-AMERICAN EXPOSITION, at BUFFALO, with its manifold attractions, will be visited by many thousands of them. The proximity of the Exposition to DETROIT, where the NATIONAL EDUCATIONAL ASSOCIATION will be held July 8-12, will make it possible for visitors to the one to take in the other. So, too, with the AMERICAN INSTITUTE OF INSTRUCTION which meets at SARATOGA, July 5-9. Many delightful side trips can be made from the different convention cities. Fuller information concerning interesting vacation outings will be given in subsequent issues of this Special Supplement.

The Pan-American Exposition. III.

BY MARGARET J. CODD.

It is impossible in a short article to point out all the attractions of the Pan-American exposition; but, perhaps, it would be well to call attention to some most likely to interest teachers of limited time—for time flies and carries our vacation with it.

First of all we may mention the Government building. This will repay whatever time visitors may be able to give it. Teachers of nature work cannot fail to be interested in the aquaria in the Fisheries department. The salt water collections contain living star-fish, sea-urchins, sand dollars, sea anemones of beautiful tints, and many varieties of crabs, lobsters, and unfamiliar sea fish.

The fresh-water aquaria are equally complete, but to those dwelling inland, the sea forms of life are a greater rarity.

Beyond the Government building representatives of the famous "Six Nations" have an interesting encampment, which is free to visitors.

The Horticultural building, with its galleries, contains many rare and beautiful forms of vegetable life. The exhibits of manufactures and liberal arts will, of course,

be interesting and those of ethnology, music, and art should receive their share of attention.

Free concerts will be given in the Temple of Music, according to the daily official program. These will furnish rest and inspiration to the weary sight-seer.

Along the Midway.

The Midway has become a synonym for frivolous, if not questionable forms of amusement; but the Midway of the Pan-American exposition offers many exhibitions of true educational value. Some suggestions may be of service to visiting teachers.

Those who are interested in child study will surely be attracted by the "infant incubators." These show the marvelous results effected by proper environment. The lives of weak infants are saved by this scientific treatment and they grow and develop health and strength—thus showing the beneficent effects of child study as applied to earliest infancy. The latest scientific methods from Paris and Berlin are shown in this exhibit.

All teachers of geography should certainly see the Philippine village and the Hawaiian exhibit. The former is situated at the west Amherst street entrance. The quaint buildings with their thatches of palm leaves were erected by the Filipinos themselves. Here more than one hundred Filipinos, of different tribes, will live, during the season, in native style, pursuing their accustomed avocations, and the water buffalo, which serves as the Filipino horse, will be among their domestic animals.

The Hawaiian exhibit will show a fine cyclorama of the volcano of Kilauea. There is also a Hawaiian village, where fine specimens of the native tribes of the group may be seen and studied. Both of these exhibitions afford valuable opportunities of gaining information in regard to our new possessions.

The cyclorama of the Battle of Mission Ridge is of historic interest. Veterans pronounce it accurate in all particulars. Such sights awaken patriotic pride in our race, which has done so much for freedom.

In a different vein we approach Jerusalem on the day of the Crucifixion. Here the city of the Holy Land is faithfully depicted, and we gaze upon the solemn scene, which before has only been revealed to our imagination.

All of these entertainments may be visited by ladies who have no escort, and special provision has been made for their comfort.

The streets of Mexico, streets of Cairo, and fair Japan are also attractions worth seeing. The Indian Congress shows fine specimens of many tribes and their manners and ways of living. The Eskimo village is interesting from the school-room point of view.

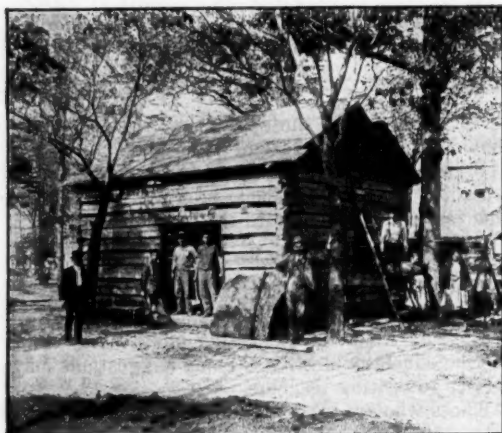
Rainbow City at Night.

Visitors should stay for the illumination as often as possible. Nothing to equal it



William T. Buchanan, Director-General of the Pan-American Exposition.

has ever been shown before in the history of the world. As the shades of evening fall a city of glowing light emerges from obscurity, and a veritable "Jerusalem, the Golden," seems to rise before us—a city not made by hands. The power of Niagara is transmuted into a flood of golden light, and no words can describe the beauty of the scene.



Iroquois Indian Building.

The Greek and Latin nomenclature of many of the classic features of the Pan-American exposition spreads pitfalls for the unwary, and as the language of the teacher should at all times be above suspicion, it may be well to suggest that "The Propylæa" *are*, not *is*, at the northern entrance to the grounds; "The Pergolas," known by their many columns, have a strong accent on the *first* syllable (I could not find them in Webster, but you can find plenty of them in the Pan-American); and the grand southern entrance is thru the propylon, which is easily distinguished by its great groups of heroic statuary.

We leave the Pan-American with regret, but summer is fleeting and travel tempts us in many directions.

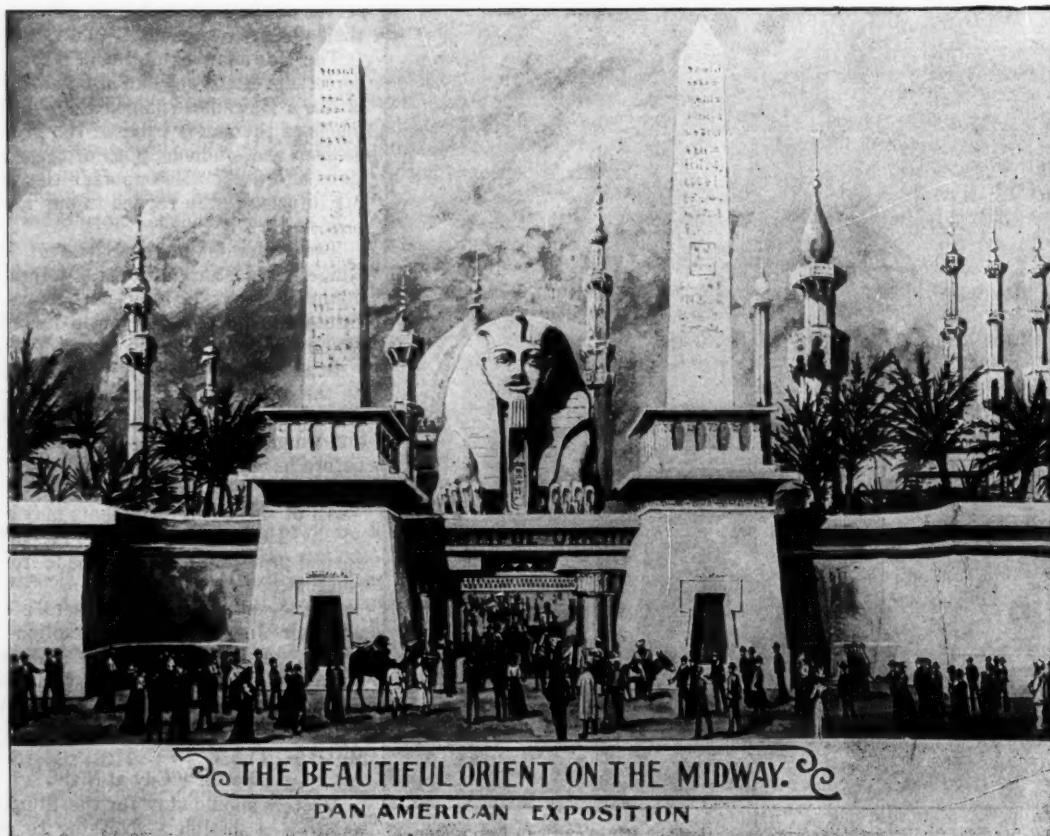
Rest Trips Away From Buffalo.

The great Falls of Niagara are within thirty minutes ride by rail from the exposition grounds. They can also be reached by electric cars in about an hour and a half. At least a day should be spent at Niagara Falls, more, if possible. No one should leave the vicinity without having seen the great cataract, whose power has done so much for Buffalo and the exposition—for it is Niagara power, which moves the cars, prints the papers, lights the streets, turns the wheels, and, in a word, has made the Pan-American possible.

A very pleasant one day trip is to go by boat or rail down the river, then by electric cars go down the "Gorge Road" at the water's edge, viewing Niagara gorge and its rapids and whirlpool in all their grandeur—then, crossing over to Canada at Lewiston, return *via* the Canadian line to the Falls. Stop-over privileges are allowed and parties may get off the cars and enjoy the views at any of the regular stops. Lunch boxes are in order and a picnic party could spend a delightful day in this manner at the expense of about one dollar each.

The New York State reservation besides Prospect park includes Goat island, The Three Sisters and Luna island, and the Canadian reservation includes Dufferin islands and many other beautiful points which are all free, so all the best views of Niagara Falls can now be seen without fee.

Another pleasant one day excursion is the trip to Lake Chautauqua. A longer stay, if time permits, would of course, be still better, but no teacher should leave Buffalo without one look at this well-known place. The great educational work which Chautauqua has done for the world entitles her to our recognition. It is interesting to note that the railroad carries us over the divide, which separates the St. Lawrence drainage system from that of the Mississippi valley, for the Lake Erie is in full view, the sparkling drops of Lake Chautauqua find their way to the "Father of Waters."



A boat ride of several hours on the smooth waters of the lake gives us a view of all places of interest, or if preferred, we can stop off at any of the numerous landings. Return tickets for the entire trip are one dollar, and, if two or three congenial souls can arrange to go together, a lunch basket would be a pleasant feature of the boat ride, and the spare time might be spent to good advantage in exploring, when the boat lands passengers for dinner.

Excursion rates will be low to Toronto and Hamilton. A peep at Canada will be an interesting experience to one who has never been there. The difference in manner, dress, physique, and even speech is almost startling. A lady was asked a short time ago, what surprised her most in Toronto. She answered unhesitatingly, "To hear them all speak such good English." Of course their population is not as cosmopolitan as ours in our great cities.

Nearly every line of railroad leaving Buffalo will carry the traveler to delightful resorts, and the many lake trips will give rest and pleasure to those who enjoy travel by water.

A trip down the St. Lawrence and thru the Thousand Isles will be greatly enjoyed by those dwelling inland, and a return trip could be arranged *via* Lake Champlain with its memories of the French, and Lake George, which speaks to us of Crown Point and Ticonderoga.

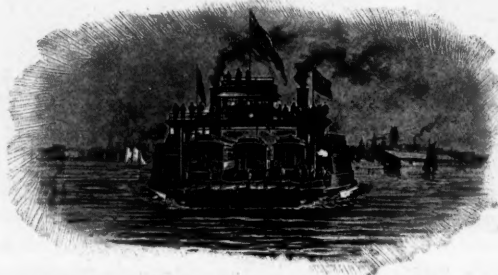
A stop at Albany which has greatly changed since the wild days of Henry Hudson, and a trip down the river which bears his name, would mean a lifetime of beautiful memories for some Southern or Western teacher, who might not pass this way again. "Never put off till to-morrow what you can do to-day." Procrastination robs us of many pleasures as well as much precious time.

Floating down the Hudson, the Catskills and West Point come into view; we pass thru a treasure house of legendary and historic lore, and Greater New York is waiting to receive us.

There is but one New York and I am not its prophet, but I may venture to prophesy pleasure and improvement for the inland teacher who can arrange to go.

How vivid will the lessons in geography become! Exports and imports will seem real as we look at the ocean steamers which carry our produce and our flag to the uttermost part of the earth. Such trips as we have suggested are not to be regarded as expenses in the ordinary sense of the word, nor their cost reckoned as money, spent merely on pleasure. The pleasure is there, it is true, and keen is the enjoyment, but let the teacher think of it as a course of lessons—lessons of life. As a summer school—it is such truly. Then we can feel that the money of this Pan-American season has been well spent in preparing us for our work, and we will return to our school-rooms ready to labor for our pupils with renewed strength and efficiency.

We hope all teachers will make an effort to visit the Pan-American Exposition, feeling sure that they will be repaid. The interest of its exhibits and the beauty of its buildings it would be impossible to describe. All that has been promised in the way of splendor in the "Rainbow City" has been more than fulfilled. June and July will, perhaps, be the best months for the teachers' visit. Accommodations will be plenty and rates reasonable; and pleasure and improvement will fill the summer days which we spend at the Pan-American Exposition.



Michigan Central R. R. Transfer Steamer, Detroit.

Summer Courses in French.

By WILL S. MONROE, Leipzig, Germany.

Picturesquely situated among the French Alps in Southeastern France, within an hour of the Italian and Swiss frontier is the university city of Grenoble, the ancient capital of Dauphiné. The city is located at the junction of the Isère and the Drac, which wind among and about the lofty peaks that tower majestically over the narrow river valleys. Far away in full view is snow-covered Mt. Blanc, and in the immediate region of Grenoble one finds some of the wildest, grandest scenery of the Alps.

Some four years ago the university authorities at Grenoble decided to open a summer session of four months,—or rather to make the year's session of the university continuous; and to provide special courses in the French language and literature adapted to foreign students during the summer months. The experiment proved a success and each summer since then increased numbers of foreigners have followed these vacation courses. Some two hundred students were registered the past summer, fifteen of whom were Americans.

The tuition is merely nominal—ten dollars for the four months, or six dollars for any six weeks of the summer course. Very good French families receive foreign students as boarders at moderate rates. Several Americans may find accommodations with Mme. S. Monier, No. 2 Place de l'Etoile, Grenoble. I spent ten weeks in Mme. Monier's family last summer and I recall my life in this charming home as one of my most cherished reminiscences of foreign experience. M. Raymond, No. 4 Place de la Constitution, Grenoble, also aids foreign students in finding suitable families.

The instruction is in the form of lectures and lessons—usually from three to five exercises each day. The lectures include such subjects as French literature and history, the history of art, sociology, pedagogy, and local topics pertaining to ancient Dauphiné, one of the most interesting provinces, by the way, in the whole of France. The lessons include French grammar and composition, reading at sight in French, and sight translations (into French) from English, Italian, and German.

Much of the instruction is of a high order and well calculated to interest those already familiar with the French language. I recall with great pleasure the lectures on Italian art by M. Raymond, the lectures on charities and corrections by the genial Jules de Beylié, and the brilliant lectures on French literature by M. Brun, as well as the patient and thoro drills in the elements of the French language by M. Varenne, a professor in the Lycée at Grenoble. All these, with many additional features, have been incorporated into the program for the summer session of 1901.

Saturdays are reserved for walks and excursions and no corner of the earth with which I am familiar—Switzerland not excepted—affords so many points of interest for the mountaineer and lover of nature, as this part of Dauphiné. These excursions and picnics are under the direction of the university and they afford unusual opportunities for social intercourse. The visits to the institutions of charity and correction, under the direction of M. Jules de Baylié, are of unusual interest to students of practical sociology.

The summer session opens the first of July and continues until the first of November, altho students may enter and leave at any time. Many American teachers will be glad to learn of this unusual opportunity for the study of French. All such may obtain additional information by writing to M. Marcel Raymond, No. 4 Place de la Constitution, Grenoble, France, for circulars and other information. For the benefit of wheelmen and wheelwomen, I would add that the roads in and about Grenoble are the best in Europe, and membership in the Touring Club de France (which costs but \$1.40) removes all duty obligations and secures numerous privileges to its members.

Summer Schools Abroad.

GERMANY.

Greifswald, July 15-Aug. 3.—Fee, 20 marks. Lowest cost of board per day, 3-4 marks. Subjects: German, French, English literature, methods of modern language teaching, pedagogy,



Canal, Belle Isle.

science, history, geography. For teachers of both sexes. Special conversation classes for foreigners. Address, Prof. Dr. Liebs, Ferienkurse, Greifswald.

Jena, Aug. 5-17.—Entrance fee, 5 marks; each course of 12 lectures, 10-15 marks; conversation classes, 30 marks. Cost of board per day 3-4 marks. Subjects: Pedagogy, science, history of art, mental and moral science, religion, German language and literature, education of defective children. For teachers of both sexes. Conversation classes for foreigners. Address, Frau Dr. Schnettger, Garten str. 2, Jena.

Kiel, July 8-27.—Fee, 20 marks. Cost of board per day, 2 marks to 2 marks 50 pfennigs. Subjects: Pedagogy, psychology, ethics, history, science, language, for teachers of both sexes. Address, Herr Nissen, Holtenauer str. 38, Kiel.

Marburg, July 7-Aug. 27, and Aug. 4-24.—Fee, 30 marks for each course, or 45 marks for both. Cost of board per day, 2 marks 50 pfennigs to 4 marks 50 pfennigs. Subjects: Pedagogy, history of German language, German literature, modern history, history of art, phonetics, German, English, French, English and French literature, modern language teaching according to the new method. For teachers of both sexes. Address, Herr A. C. Cocker, Villa Cranston, Marburg.

SWITZERLAND.

Geneva, July 16-Aug. 28.—Fee, 40 francs, plus 6 francs for special conversation classes and correction of written work. Board per day, 4 francs. Subjects: Classical and modern French literature, French institutions, classes for study of spoken language, rhetoric, style, syntax, methods of teaching. For teachers and advanced students of both sexes. Address, Monsieur Bernard Bouvier, Bourg-de-Four, 10, Geneva.

Lausanne, July 22-Aug. 30.—Fee, 30 francs. Board per day, 4 francs. Subjects: Literature, philology, phonetics, study of spoken language, methods of teaching. French institutions, history. For foreigners of both sexes. Address, Monsieur J. Bonnard, Avenue Davel 4, Lausanne.

Neuchâtel, July 15-Aug. 10 and Aug. 12-Sept. 7. Fee, 25 francs. Board per day, 4 francs. Subjects: General study of French language and literature. For foreigners of both sexes.

Elementary and advanced courses. Address, Monsieur P. Dessoulary, Académie de Neuchâtel.

SPAIN.

Avila, Aug. 5-25.—Fee, 30s. to 2l. for the course. Board, 27 s. a week. Spanish language and literature. Address, H. B. Garrod, 74 Gower St., London, W. C.

FRANCE.

Tours, Aug. 1-22.—Fee, 2 l. 2 s. if name is entered before July 15, otherwise, 2 l. 5 s. Board per day, 6 francs. Subjects: French literature, history, language, political, social and economic aspects of France. Similar summer schools at Lisieux and Elbeuf. Address, H. B. Garrod, 74 Gower St., London, W. C.

Paris, July 1-31 and Aug. 1-24.—Fee, 100 francs for both courses, 60 francs for one course. Subjects: Classical and modern French language and literature, elocution and pronunciation. Elementary and advanced courses. Board 5 francs per day. Address, Monsieur le Secrétaire, l'Alliance Française, rue de Grenelle 45, Paris.

Grenoble, July 1-Oct. 1.—Fee, 50 francs for complete course. Board, 4-5 francs per day. Subjects: French language and literature, elocution and pronunciation, phonetics, history of art, political, social, economic aspects of France. Address, Monsieur Marcel-Reymond, 4 Place de la Constitution, Grenoble.

Nancy, beginning Aug. 1.—Fee, 40 francs for 40 lessons. Subjects: Classical and modern French language, literature, history and institutions of France. Board per day 4-5 francs. Address, Monsieur T. Garet, rue des Tiercelius 76, Nancy.

Caen, July 1-30 and Aug. 1-30.—Fee, 1 l. for one week, 1 l. 12 s. for two weeks. 2 l. 4 s. three, 3 l. per month. Board per day 5-6 francs. Subjects: French language and literature, political and social aspects of France. For foreigners of both sexes. Address, M. Lebonois, 7 rue Neuf-Bourg-l'Abbé, Caen.



The River Front.

Educational Meetings.

May 25.—West Tennessee Educational Association. Write R. S. Bynum, Union City, Tenn.

June 18-20.—Alabama State Teachers' Association, Montgomery.

June 26-27.—Arkansas State Teachers' Association. Little Rock. Write J. W. Conger, Arkadelphia, Ark.

June 27-29.—Eastern Manual Training Teachers' Association, Buffalo.

July 1-3.—New York State Teachers' Association, Buffalo. Pres. John T. Nicholson, 402 Pleasant Ave., N. Y. city; Sec., Richard A. Searing, Rochester.

July 1-3.—New York Society for Child Study, Buffalo. Pres., Myron T. Scudder, New Paltz; Sec. L. H. Albro, Fredonia.

July 1-3.—Kindergarten Convocation, Buffalo, N. Y. Address Jessamine Jacus, 171 Richmond Ave., Buffalo, N. Y.

July 2-4.—Pennsylvania Educational Association, Philadelphia.

July 5-9.—American Institute of Instruction, Saratoga.

July 8-12.—National Educational Association, Detroit. Pres. Dr. J. M. Green, Trenton, N. J.; Sec., Irwin Shepard, Winona, Minn.

Sept. 3-4.—New Jersey State Association of School Commissioners and Superintendents, Lakewood.

Oct. 16-18.—New York State Council of Superintendents, Auburn; Pres., George Griffith, Utica; Sec., Edwin L. Harris, Poughkeepsie.

Oct. 16-18.—New York State Association of School Boards, Auburn.

Nov. 29-30.—Massachusetts State Teachers' Association, Worcester.



Bridge, Belle Isle Park.



Driveway on Belle Isle.



Casino, Belle Isle.

Views of Detroit, where the N. E. A will meet this Summer.

LOW-RATE SUMMER TOURS

TO THE

Pacific Coast and Mountains of the Canadian Northwest

via

THE PENNSYLVANIA RAILROAD

In view of the extremely low rates authorized by the various transcontinental lines on account of the International Conference of the Epworth League at San Francisco in July next, the Pennsylvania Railroad Company announces a thirty-day tour across the Continent, leaving New York, Newark, Philadelphia, Baltimore, Washington, and other stations on its lines east of Pittsburg, on Monday, July 8, returning to New York Tuesday, August 6.

The route will include stops at all the really important points for rest and sightseeing, among them being Chicago, Omaha, Denver, Colorado Springs, Glenwood Springs (with a daylight ride through the Rocky Mountains, including the Royal Gorge and Grand Canon of the Arkansas), and at Salt Lake City, arriving at San Francisco 10.00 A. M., Tuesday, July 16, before the Convention opens. Six days will be allotted to San Francisco, for which time no hotel accommodations or other features will be included in the tickets. Leaving San Francisco Monday morning, July 22, Monterey, Santa Barbara and Los Angeles will be visited, all traveling over the new Coast Line of the Southern Pacific Company being done by daylight, in order to view what is reputed to be the most attractive scenery in California. Leaving Los Angeles, San Jose will be visited, thence Portland, with two days' stop, after which will come the crowning feature of the tour, the journey homeward via the Canadian Pacific Railway through the unrivaled mountains of British Columbia.

The schedule over the Canadian Pacific Railway will be prepared with especial care, and the train side-tracked at nights where necessary, in order that no part of this delightful feature may be missed by night traveling. This, in itself is a rare opportunity. In addition, stops will be made at Banff Hot Springs and St. Paul.

The tourists will travel in the highest grade of Pullman equipment, and the special train will be composed of vestibuled dining car, sleeping cars, and an observation car. The latter car will be similar to those used on the famous Pennsylvania Limited.

With the exception of the time devoted to San Francisco, passengers will be located on the special train during the entire tour. Breakfast, luncheon and dinner will be provided in the dining car while *en route* and when side-tracked at the various places visited. Our patrons will therefore avoid the expense of high-priced hotelries, the hurry and annoyance of meal stations, and the unsatisfactory accommodations afforded by inferior hotels.

A thoroughly experienced Tourist Agent and a Chaperon will accompany the party, and in fact the entire tour will be conducted under the same careful management

that has made the "Pennsylvania Tours" world famous.

The total rate for entire trip as outlined above, covering one double berth and all meals in dining car, from New York, Philadelphia, Baltimore, Washington, Harrisburg, Altoona, and points on the Pennsylvania Railroad east of Pittsburg, will be \$188.50; two persons in a berth, each \$168.50.

Rate, going with the main party, with Pullman berth and meals up to arrival at San Francisco, returning from San Francisco independently by any direct route, with transportation only on return trip, \$118.10; two persons in a berth, each \$108.10.

Rate, transportation, Pullman berth, and meals on special train to San Francisco, with transportation only returning independently via Portland and Northern Pacific Railway, or Canadian Pacific Railway and St. Paul, until August 31, \$127.10; two in a berth, each \$117.10. This route will especially appeal to those who desire to visit Yellowstone Park on their return journey. The tickets admit of stop-over at Livingston, at which point a ticket covering five and one-half days' hotel accommodations, with stage transportation through Yellowstone Park, may be purchased for \$49.50.

Rate covering same as preceding trip up to San Francisco with transportation only returning independently via Los Angeles, San Francisco, Portland, and Canadian Pacific or Northern Pacific and St. Paul, \$131.60; two in a berth, each \$121.60.

Rates from Pittsburg, \$5 less than above figures.

For the information of those who desire to travel independently after arrival at San Francisco, it should be noted that tickets permit stop-off within limit of August 31, at and west of Denver, Colorado Springs, Pueblo, Colo., and west of St. Paul. Stop-over will also be allowed until August 31, at Niagara Falls and Buffalo, for Pan-American Exposition, on tickets reading thru those points.

Descriptive booklet will shortly be issued, giving the schedule and further details. Diagrams are now open, and as the number who can be accommodated will be strictly limited, names should be registered immediately.

For further information apply to Tourist Agent, 1196 Broadway, New York; Thos. Purdy, Passenger Agent Long Branch District, 789 Broad street, Newark, N. J.; J. K. Shoemaker, Passenger Agent Middle District, 1411 Chestnut Street, Philadelphia; B. Courlaender, Jr., Passenger Agent Baltimore District, Baltimore and Calvert Streets, Baltimore, Md.; C. Studds, Passenger Agent Southeastern District, 15th and G. Streets, N. W., Washington, D. C.; or address Geo. W. Boyd, Assistant General Passenger Agent, Broad Street Station, Philadelphia.

"PUT ME OFF AT BUFFALO"

Are the words of an old song. They come into great play in 1901, for the whole world is singing them, and of course the whole world will travel by the

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as they reach Buffalo from every direction. These Lines are the New York Central, Boston & Albany, Michigan Central, Lake Shore, Big Four, Pittsburg & Lake Erie and Lake Erie & Western Railways.

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"The Kohinoor in California's crown."

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There is no more beautiful sight of its kind than Mount Shasta, covered with snow and glistening in the sun. Thousands have traveled across the continent to see it, and felt well repaid for their time. The way to reach it is by the

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A copy of "America's Summer Resorts," will be sent free, postpaid, on receipt of a postage stamp by George H. Daniels, General Passenger Agent, New York Central & Hudson River Railroad, Grand Central Station, New York.

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H. C. TOWNSEND,
General Passenger and Ticket Agent,

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at Buffalo this summer, and have planned to include in your
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offers rates lower than via other lines from Buffalo to Chicago and intermediate points, and that by purchasing your ticket over this popular line you will also secure a safe and pleasant journey to your destination. Solid through vestibuled sleepers and palatial dining cars are attached to the trains of this road, as are also modern day coaches with uniformed colored porters in attendance on the slightest wants of passengers. For rates and further particulars, write, wire, 'phone, or call on

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BUFFALO or NIAGARA FALLS
AND RETURN.**B. & A. R. R. to Albany, N. Y. C. & H. R.
R. R. to Buffalo or Niagara Falls.
(Returning same way.)**ACCOUNT OF****Pan-American Exposition**

MAY 1st to NOV. 1st, 1901.

FROM	CLASS A	CLASS B	CLASS C
BOSTON	\$19.00	\$16.00	\$12.00
S. FRAMINGHAM	18.70	15.50	11.60
WORCESTER	18.00	14.60	11.00
PALMER	16.25	13.30	10.00
SPRINGFIELD	15.65	12.75	9.50
WARE	16.75	13.70	10.40
WINCHENDON	18.00	14.50	10.50
TEMPLETON	18.00	14.40	10.40
ATHOL	16.90	13.70	10.45
WESTFIELD	15.30	12.50	9.20
PITTSFIELD	13.70	11.00	7.75
NORTH ADAMS	14.00	11.25	8.00
CHATHAM	13.10	10.10	6.85

CONDITIONS.**Class A**—On sale daily, and good for passage, in either direction, May 1st to Oct. 28th, final limit Nov. 2d, and in Pullman Cars on payment of additional charges for such accommodations.**Class B**—On sale daily, and good for fifteen (15) days including date of sale, and for continuous passage only in each direction; and are non-transferable, requiring signature of the purchaser, and must be stamped by agent at Buffalo or Niagara Falls before same will be good for return passage. Good in Pullman Cars on payment of additional charges for such accommodations.**Class C**—On sale daily, and good for eight (8) days, including date of sale, and for continuous passage in each direction, and on day coach train only. Not good in Pullman Sleeping or Drawing Room Cars. Tickets are non-transferable, and require signature of purchaser, and must be stamped by agent at Buffalo or Niagara Falls before same will be good for return passage.

From May 1, and until the summer schedule is in effect, Class C tickets will be good going only on Train No. 7 leaving Boston at 8.30 a.m., and returning on Trains No. 19 or No. 14 leaving Buffalo 7.34 or 8.10 a.m. respectively.

A. S. HANSON, Gen. Pass'r Agent.

**"Where to Go This
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ment of the***GRAND RAPIDS &
INDIANA RAILWAY**has issued a 36-page book, "Michigan
in Summer," containing 250 pictures
of Northern Michigan points, also
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Petoskey	Mackinac Island
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Also "Where to Go Fishing," giving
list of trout-streams, etc., on the G.
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Grand Rapids, Mich.Also folder showing schedule of all
trains, including "Northland Express"
with cafe-car service, and through
sleeping-cars, daily, from Cincinnati,
Chicago, Louisville, St. Louis, Indian-
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A selection of the Lake Shore as your route to the Exposition is an absolute assurance of the best in travel that money can buy.

It means a pleasant and restful journey—the most interesting to Buffalo.

Fast through trains from Chicago, Toledo, Sandusky and Cleveland, affording direct connections throughout the west with all the lines to those cities. The best facilities from St. Louis and the southwest, Cincinnati and the south in through trains over the C. C. C. & St. L. Ry. (Big Four Route) via Cleveland.

Smoothest roadbed, finest track adjustment and greatest through train service in America on

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Station in centre of Buffalo, steam and electric railways direct to Exposition grounds and all parts of the city.

Tickets over this route afford option, boat or rail, either way between Cleveland and Buffalo, also 10 days stop off in Buffalo on all tickets through that city.

"Book of Trains" gives full information about our service.

"Book of the Pan-American" contains information about the

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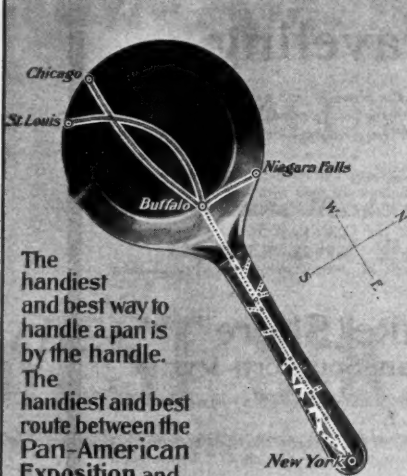
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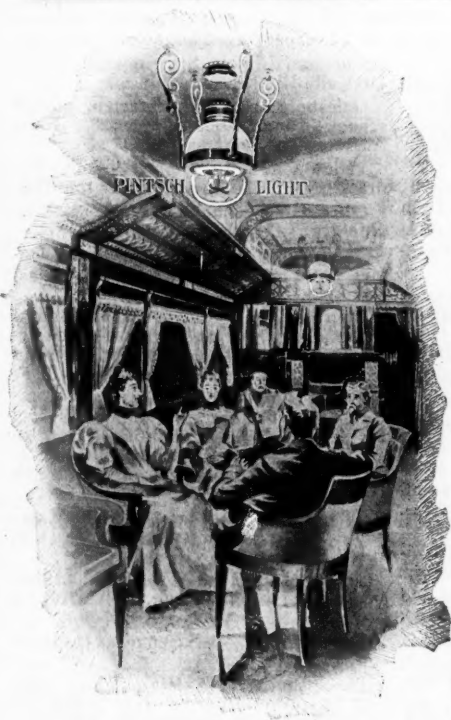
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Summer School Announcements.

Columbia university, New York, N. Y., July 8-Aug. 16.

New York university, summer courses, July 8-Aug. 16. Address Marshall S. Brown, University Heights, New York city.

New York state department of public instruction, summer institute, Chautauqua, July 8-26, P. M. Hull, conductor; Thousand Island Park, July 8-26, C. A. Shaver, conductor.

Public Industrial Art School, Philadelphia, summer session at Saranac Lake, N. Y. Address J. Liberty Tadd, 319 N. 32nd street, Philadelphia, Pa.

Cornell university, summer school, Ithaca, N. Y., July 5-Aug. 16.

The New England Conservatory of Music, Boston, July 9-July 26.

American Institute of Normal Methods, summer schools: Conservatory of Music, Boston; Northwestern university, July 9-26. President, Edgar O. Silver, 29 E. 19th St., N. Y.

Harvard university, Summer School of Arts and Sciences, Cambridge, Mass., July 5-Aug. 15. J. L. Love, clerk.

Marthas Vineyard summer institute, Cottage City, Mass., July 9, terms of four and five weeks. W. A. Mowry, Hyde Park, Mass., president.

Dartmouth college summer school, July 5-Aug. 3. T. W. D. Worthen, director.

Yale University Summer School of Forestry, Milford, Pa. Address Prof. H. S. Graves, New Haven, Conn.

Amherst College Library, Summer School of Library Economy, Amherst, Mass., July 15-Aug. 16. W. I. Fletcher, librarian.

Massachusetts State normal school, Hyannis, Mass., July 9, W. A. Baldwin, principal.

Fryeburg, Me., school of methods, July 16-29. Address Rev. E. H. Abbott, Fryeburg, Me.

University of North Carolina, June 17-July 6.

Asheville, N. C., summer school and conservatory, July 5-Aug. 24. Geo. L. Hackney, secretary.

Virginia Summer School of Methods, Staunton, Va., July 1-July 26. E. C. Glass, conductor, Lynchburg, Va.

University of Michigan, summer ses-

sion, Ann Arbor, June 24-Aug. 9. Address E. H. Mensel, Ann Arbor, Mich.

Ferris' summer school, Big Rapids, Mich., May 20-Aug. 3.

Benton Harbor college, summer session, Benton Harbor, Mich., May 27-Aug. 6. Prin. G. J. Edgcumbe.

Grand Rapids kindergarten association, Grand Rapids, Mich., July 5-August 30. Address Clara Wheeler, 23 Fountain street, Grand Rapids, Mich.

Valparaiso college and Northern Indiana normal college, Valparaiso, Ind., June 11-Aug. 8. H. B. Brown, president.

New School of Methods, Chicago, July 17-Aug. 2. Address American Book Company, Chicago.

Armour Institute of Technology, Chicago, Ill., June 2-August 2. Address dean of the Technical College.

Illinois Medical College, summer school, Chicago, Ill. H. H. Brown, M. D., Sec.

Northwestern University Women's Medical School, Chicago, Ill., July 2. Send for catalog "W."

National summer school, Chicago, Ill., July 8-20. Write Ginn & Co., 378 Wabash ave., Chicago.

Standard School of Oratory, 1005 Steinway hall, Chicago, Ill., July 1.

Northern Illinois state normal school, summer session, DeKalb, June 24 July 26.

Illinois State Normal University, Normal, Ill., summer session, June 10-July 19.

Northwestern university, Evanston, Ill., July 9-July 26.

State university of Iowa, Iowa City, summer session, June 17-July 27. Address dean of summer session, Iowa City.

Kansas state normal, summer session, Emporia, June 6-August 7. Address Pres. A. R. Taylor, Emporia, Kas.

Drake university, Des Moines, Ia., summer Latin school. Write Chas. O. Denny.

Dakota university, summer school and institute, Mitchell, S. D., June 19-July 23. Address W. I. Graham, Mitchell, S. D.

University of Minnesota, Minneapolis, June 24 to Aug. 2. D. S. Kiehle, conductor.

Cripple Creek, Colo., Chautauqua and summer normal, July 8-August 29. Geo. J. Blakeley, Supt., Cripple Creek, Colo.

Denver normal and preparatory school, Denver, Colo. Summer term opens June 10. Write Fred Dick, principal.

Art Students' League, of New York, 215

West 57th street. Summer school, June 1-Oct. 1. Wm. St. John Harper, managing director.

Biological Laboratory of the Brooklyn Institute of Arts and Sciences, Cold Spring Harbor, Long Island, N. Y., July 3-Aug. 24. Address F. W. Hooper, 502 Fulton street, Brooklyn, N. Y., or C. B. Davenport, University of Chicago, Chicago, Ill.

Mount Union college, Alliance, O., June 25-Aug. 9. J. L. Shunk, secretary.

Otterbein university, Westerville, O., June 18-July 30. T. J. Sanders, president.

Wooster university, summer school, Wooster, O., June 18-Aug. 9. John Howard Dickason, Nelson Sauvain, principals.

Longwood summer school, Longwood, Chicago, Ill., August 5-August 23. Address 9333 Prospect ave., Longwood, Chicago.

Northern Illinois State normal school, De Kalb, Ill., June 24-July 26.

Galesburg, Ill., Kindergarten normal school, summer session, June 3-28. Radd A. Robertson, secretary.

Yellowstone Park, summer school. Address Mrs. J. M. Turner, Burlington, Wis. Ott summer school of oratory, Des Moines, Ia. Address E. A. Ott.

Campbell university, Holton, Kas., summer Latin school. Write D. H. Strong, principal.

Converse College state summer school for teachers, Spartanburg, S. C., June 20-July 17. Address State Supt. J. J. Mc Mahan, Columbia, S. C., or Pres. B. F. Wilson, Spartanburg, S. C.

Benedict College state summer school for negro teachers, Columbia, S. C., June 20-July 17. Address State Supt. John J. McMahan, Columbia, S. C., or Prof. Ralph Osborn, Columbia, S. C.

Summer school of art, Ipswich, Mass., July 1-Aug. 3. Address Arthur W. Dow, Ipswich, Mass.

School of Practical Agriculture and Horticulture, Briarcliff Manor, N. Y., July 23. Address George T. Powell, director.

Claremont, N. H., Summer Institute, July 8-Aug. 2.

Phillipsburg, N. J.—High School, Summer Extension Courses, July 1-Aug. 10. H. Budd Howell, director.

Vanderbilt University, Nashville, Tenn., June 24. Address, J. T. McGill, Sec'y.

University of Nebraska, Lincoln, June 14-July 26. Address H. G. Shedd, Lincoln, Neb.

A Plea for Modern English.

Every cub reporter on a metropolitan newspaper learns many things that most school teachers and even high school principals and superintendents never get to know. He learns the value, not only of clear, accurate statement of facts, but of such arrangement of facts as will compel the reader's attention. He strikes the keynote of his story in the opening sentence, always when it is possible with reference to a living personality. The trick of burying in the body of his article relatively unimportant matter such as the several names of prominent nobodies, lengthy details, specifications or categories—soon becomes a part of his stock in trade. The ending of his "story" he finds not to be so important as his teacher in the high school used to make out, tho it appears to be rather a good thing to cajole the person who is reading the paper into looking back over the article by ending with a paragraph consisting of a single snappy sentence or phrase.

Like this.

A great deal of bad English, of a sort that is much affected by sententious lawyers and politicians and even, it may be suspected, by well-known superintendents, is discovered by the young reporter to be under the ban in the editorial offices of the best newspapers. These unfashionable usages will get by the editorial blue pencil now and then, but their appearance in the best papers is uncommon and accidental. Among such usages may be mentioned the split infinitive, with its suggestion of dull ponderosity; the unrelated participle, which only careful writers appear to know how to avoid; the misuse of shall and will, excusable in the conversation even of a teacher of English, but inexcusable in his written work; the use of *which* referring to no definite antecedent; the habit of writing *not is good* tho usage has decreed that *so is* to be employed in negative comparisons. These, and many other violations of linguistic good form the newspaper man if he follows the best models of practice in his profession, comes to eschew most carefully.

His diction, too, is subject to most careful revision. He quits using *quite* in the sense of *rather a somewhat*. A man is not said to be *a success* but simply *successful*. *Cultured* disappears in favor of *cultivated*, and only ledgers continue to be *posted*. Slang is not desired by good newspapers, and the best newspaper men avoid it. In the office of one of the largest New York dailies, a paper that we do not associate with the traditions of literary culture, is a notice to the effect that "Thieves' slang and other kinds of slang will not be tolerated in this paper. Reporters are expected to write as gentlemen speak."

The decencies of language are therefore a part of the high class newspaper man's equipment. They are little things, but as we often hear at educational meetings, life is made up of little things. The young writer finds that attention to these little things will help materially to bring him success not only in the ephemeral work of newspaper writing, but in any attempts he may make in the higher walks of literature.

Now the usages of the best newspapers and magazines of our time constitute modern English.

Illuminations at Buffalo.

Already it has become evident that the Pan-American at night is the most brilliantly lighted show the world has witnessed. One of the most effective pieces of illumination to be seen upon the grounds—always excepting the Electric Tower—is the Temple of Music. This building, situated in the southwest of the court of fountains, presents an octagonal form, with dome and other elaborate architectural features which are singularly entrancing under the effect of artificial light. The brilliant coloring of the building is brought out very distinctly and with great picturesqueness by the electric light.

One of the prettiest pieces of decoration is that of the

interior of the dome of the Electricity building. The colors in this structure are cream, light green, and heliotrope. Tarlatan drapery is the material used, and high up in the dome, right over the Westinghouse exhibit, a canopy top is formed, the beautiful drapery stretching out gracefully to all sides from a common center.

Midway between the floor and the top of the dome, four huge signs, composed of about 1,000 incandescent lamps are on view. The effect of these is extremely attractive.

It is worthy of note that the decoration arranged for the dome of the Electricity building is to be seen in all its grandeur by night as well as by day, as it is lighted by Nernst lamps. This lamp is the latest electric-lighting invention, and it offers great promise of revolutionizing the art. By its use a remarkable saving is made in loss of the electric energy, and in the dome there are about one hundred of these wonderful lamps, representing approximately, about 45,000 candle power.

Desiring Excellence.

A course of study may be laid out and teachers possessing knowledge sufficient be provided and yet the school may fail. At the bottom there must be a desire for advancement for excellence entirely for its own sake. Mr. George M. Schwab, the head of the great steel corporation, in his advice to the students of the Evening Trade school, said: "The boy who does his duty (lesson, task) and a little more; who takes a genuine interest in what he is doing, will succeed. A boy was set to carry water to workmen, and he took pains to get good cool water and plenty of it and thus manifested his interest in their welfare; he was selected to go into the office and rose to be the head of the great Carnegie Company."

This desire for excellence is really the root of the educational effort. Not every man who occupies the teacher's place can arouse it. Nor does it help for him to tell his pupils tales like the foregoing. Young Frick did not furnish good water with the expectation of pecuniary reward. He had the educational root in him—the determination to do well what he had to do. Let the educator ponder on this problem.

The superintendency at Salt Lake City is still unsettled. Supt. Frank B. Cooper goes to Seattle. The man who seems most likely to be chosen is Prin. George A. Eaton, of the high school. The only objection to him appears to be that his work at the high school has been so good that some members of the school board believe it would be a pity to have him leave it. Mr. Eaton, has made an excellent record in Utah, where he has been teaching since 1892, the year of his graduation from Harvard.

The out-of-town candidate who has been most prominently mentioned is Supt. O. A. Wright, of Canton, Ohio.

The vote of the public school children of Mississippi for a state flower has resulted in the selection of the magnolia. The cotton blossom was the second choice. The question was submitted to all the public schools of the state and some 25,000 children voted.

Memorials and monuments are taking the form of educational endowments, more and more, as a clearer conception is obtained of the beneficence as well as usefulness of education.

A number of friends of the late Oswald Ottendorfer plan to establish a memorial fellowship of the German language and literature in the New York university, to be known as the Oswald Ottendorfer Memorial Fellowship. A committee proposes to raise \$20,000, the income of which will support the fellowship, which may be enjoyed by a pupil of any college in the United States who shows the most proficiency in the study of the German language and literature. Mr. Ottendorfer's friends seemed to think that this was a better way to honor his memory than erecting a monument of stone.

Letters.

The Woman in Authority.

My interest in schools and teachers, tho I am not myself a teacher, has always led me to read much of the current educational literature, and I have been unusually interested in the recent article in the *Canada Educational Monthly*, an abstract of which was given in THE SCHOOL JOURNAL for April 27, on the "Isolation of the Woman in Authority." The condition of things there depicted existed in the school in which I was taught, and I believe it is not only common, but by many considered normal. The head of the girls' department in most secondary schools is treated rather as a tyrant than as a friend. The majority of the students have for her an aversion engendered by the fact that they are answerable to her for their conduct. "The mothering is fictitious," say the students in one school, "it may assume the proportions of a dictatorship." And the author of the article, seeking in vain for a remedy for what she instinctively feels to be an evil, queries, "Can the woman who may say 'don't' ever stand in a perfectly normal relation to the girl whose whole soul is bursting with 'I will'?"

I believe that such a feeling as has been described is subversive of the highest good of the pupils, to say nothing of its effect upon the principal. As I look back upon my own life I find that I have gained most thru personal contact. The interchange of opinion, the inspiration of high ideals, of noble feelings, of stimulating thought, which I have gained by contact with men and women, I might have gotten from my teachers if they had known how to give and I to take. The lack of sympathy and mutual understanding made an atmosphere in which all delicate growths were stifled, and I gained but little from the personal influence of my teachers.

The cause for isolation on the one side and undefined opposition on the other is suggested by the articles quoted as, (1) A suspiciousness on the part of women that all authority may encroach on their rights; (2) as possibly a result of a democratic aversion to a superimposed authority; (3) as the natural offence of the grown up person against the young person. All these explanations seem to me far-fetched and inadequate. Do not the girls in their statement "the mothering is fictitious," really go deeper into the root of the matter than does their commentator? The instinct of the girl, it seems to me, comes nearer the truth than the studied generalizing of her teachers. Young people are quick to detect any lack of genuineness in the feelings of those who have to deal with them, and fictitious mothering is only too likely to mean dictating rather than leading.

The real mother may continually say "don't" to her daughter whose soul is bursting with "I will" and not lose one iota of the girl's love and obedience. On the contrary, she gains in real authority, in genuine power over the girl's life as she shows she is able to restrain impulse, and to direct energy into safe channels. The girl learns to reverence the mother who wisely and lovingly shows her the pitfalls in the path and with firm hand keeps her from falling into them. So, too, the woman who has a true mother heart can, when placed in authority say "don't" when necessary without arousing more than a momentary opposition, a self-assertion which is almost immediately ashamed of itself. Certainly when the restraint of love is so powerful the restraint of fear ought never to be used.

As a guarantee that, tho not a teacher, I know whereof I speak, I give an illustration from life. In a state normal school with which circumstances connected me somewhat closely, and not far from my home, there taught, years ago, a Miss Foster, a woman of fair education and culture. She was the woman in authority in the school, holding the position of preceptress. She was not attractive personally, and had few social gifts. Plain in feature and in dress, she was not at all such a woman as

girls fall in love with at first sight and fall down and adore; nor was she a woman who attracted any attention in society. But she loved girls. She loved them not in the abstract but in the concrete. Bright or dull, timid or audacious, steady or freakish, there was something in each one to study and to enjoy. Class after class as it came into the school yielded gladly to her influence till her reputation went abroad, and girls came expecting to love her and be friends with her from the first. Here and there one, led perhaps by a contrary spirit, or a desire to be different from the majority, would for a time hold aloof; but it would be only for a time, all were caught by her net at last.

Yet this woman had authority. All questions concerning individual girls, their needs, their work, their duties and privileges, were referred to her. To them she appeared to be the center round which all else revolved.

So far from resenting or in any way feeling restive under her authority, the girls themselves went to her with their own questions in infinite variety. She shared all their interests large and small, from the trimming of a commencement gown to the intricacies of an argument in theology. She was even confidant in a number of love affairs, tho herself "of that class which is supposed to have had no experience in the tender emotions." Her room was made attractive to the girls, and they were often invited there singly or in groups, so that they felt at home there and free to go there for help in any time of need. For an hour before school time in the morning, and often for a longer time after school, she sat at her desk in the large school-room, nominally correcting exercises, but really most of the time answering questions, giving assistance, or straightening out difficulties. She took cinders from weeping eyes, supplied mustard plasters for aching teeth, and even on occasion shared her bed with a girl too unwell to be sent home, or one left behind by the last train. The school was in session on Saturday, and at its close there was usually a crowd of waiting graduates about her table, eager to tell their experiences or to ask her advice. Her Monday holiday was frequently used in visiting the schools of her former pupils, especially where she heard they were doing poorly, or likely to fail. Her quick insight, kindly criticism, and hearty encouragement often helped to make a discouraged girl happy once more, and to turn a poor school into a good one. Many of her Sundays were spent at the homes of her pupils, who gladly introduced her to their families, and enjoyed a day with her all to themselves.

Much of this might have been done without winning a tithe of the hearty affection which it gained. We often see women spend themselves thus lavishly from a sense of duty. Miss Foster did it for love's sake and enjoyed it. Her life was wholly bound up in her pupils and their success. It is ten years or more since she left the school, and yet I know of a large number of her former pupils who have occasional letters from her and who keep her informed of all their important concerns.

Her ways of dealing with individual cases may perhaps be shown more clearly by the narration of several instances which came within my own knowledge. To a freakish girl in a contrary mood she said, "Do you know what I always think when you tell me so emphatically that you won't do a thing? I know you have made up your mind that you ought to do it and must, and you are fighting your own conscience."

Called one day in haste to attend to a girl who had broken down in hysterics from the strain of an examination, she said quietly, "Lie down and forget all about it now. Think only of what I am singing," and to a quaint minor tune she sang a simple Mother Goose rhyme, stroking all the time, with motherly hand, the heated forehead. The girl was asleep in ten minutes. Unconscious hypnotism, some one says. Perhaps so, but it was love and confidence which made the hypnotism possible.

A quartet of girls warmly attached to each other

had kept together from their entrance till a term before graduation. Two of the four were a little immature and slightly weaker than the other two and the faculty felt that it would be for their advantage to stay another half year in the school, altho their marks would warrant graduating them. Miss Foster persuaded those girls that they preferred to remain while their companions went on. Most teachers will realize the difficulty of such an undertaking; but the girls were sure the delay would be best for them, since Miss Foster advised it.

A motherless girl, boarding with strangers, was singled out by one of the few young men of the school for special attentions. He escorted her to and from school, he studied with her after school. His preference was becoming a joke among their classmates, and the two were avoided and left to themselves, so much so as to render their association the more conspicuous. Miss Foster invited the girl to spend an afternoon with her, and without suggesting that there could be any relation between them except that of schoolmates, advised that she prevent as far as possible such conspicuous association with any young man, and suggested that with her father's consent she receive him at proper times at her boarding place if she wished for further acquaintance. A similar suggestion was made to the young man with the added appeal that of course he would wish in all ways to guard the young lady's reputation for discretion and maidenly reserve. Nothing further was noticeable during nearly two years of association in school; but they were married within two years after graduating, and their eldest child bears Miss Foster's name.

I do not believe that Miss Foster was an unusual woman, except possibly in her warm love for girls. I do not see why any woman who really loves them is not able to guide them without difficulty in any direction she may think wise. The woman in authority may be regarded with suspicion at first, but if she remains in isolation her position is due to herself. She lacks the abounding love which is at the root of all sympathy and all tact, and which irresistibly compels a return of loyal love and trust.

PRUDENCE GRANT.

Educating Children in the Use of Money.

(Continued from page 575.)

feel that his parents pay him too much or too little for his work. One man said to the writer that the first money he ever really earned was for pulling beans for a neighboring farmer. He put in a full day's labor and received fifty cents for it. That became his criterion of a day's labor. The meaning of earning money is certainly a necessary part of education.

It is a hobby of Mrs. Gulick's that her girls are to know how much it costs them to live in their father's home, so that when they leave it for one of their own, or to earn their own living, they may have some definite data from which to calculate.

Mrs. Gulick wisely concludes that if this training is not coming to our children at home the subject ought to receive attention in the schools. She quotes from Ellen H. Henrotin as follows: "I remember hearing a lesson in a German class-room on domestic science, in which several incomes were mentioned, and the relative amount of each income approximated which could be spent by the family, as so much for rent, so much for clothing, so much for schooling, so much for amusement, and a little emergency fund in each case provided. Now the American woman has wonderful adaptability, and why she so often fails in household management is not because she is stupid, but that she is ignorant of any data from which to form estimates of the correct proportion in which to divide her income. Could she have this information while in the high school, it would have a great effect on her subsequent management of her domestic finances.

Educational Outlook.

Illegitimate Burdens of the Teacher.

The last monthly meeting for the school year of the New York Educational Council, May 18, was the most brilliant of the season. In the absence of Pres. Shear, Supt. Swingle, of Orange, called the meeting to order, and introduced the speaker of the morning, Hon. Frank A. Hill, secretary of the state board of education, of Massachusetts. Mr. Hill's subject was, "The Illegitimate Burdens of the Teacher." He said in substance:

It is no novelty I can bring to you this morning. If it were a novelty it would be worthless. The good that is implicit in modern education is simply old matter embedded in new connections. Conditions change, but principles never.

Now it is undoubtedly true that the pressure upon teachers these days is a very serious matter. More is expected than was required in the immediate past. But I do not purpose to appear before you as one who would exempt the teachers from all burdens. There are many which must rest heavily upon the teaching force; they are beyond the control of any of us. Others there are which are distinctly within the control of the teachers themselves. They may throw them off if they will or may continue to bear them.

The Pessimistic Tendency.

Among teachers there is a natural trend toward pessimism. The world grows grayer and grayer as the years go on. Nobody likes fault-finding, nagging ways. The world loves the workman who sings over his task. Teachers know this; yet many of them, thru lack of the force of character which insists upon conditions favorable to sunny temper, fall into discontent and chronic grumbling.

There must be a philosophy which will save the teacher. Is it not true that an inordinate sense of duty is often at bottom of the dearth of cheerfulness and buoyancy that exists in schools? It is natural enough that we should have a feeling of the magnitude of our calling. Education is, next to evolution, the largest word in our language. It connotes the controllable part of progress. Small wonder if it produces in its devotees an oppressive, an almost painful sense of responsibility.

Ideals and Accomplishment.

Conscientiousness is all right. Ideals are necessary. But execution will always drag on behind: nor should there be discouragement on that account. "We set before us so much to do and accomplish so little," is the burden of the teacher's cry. Sad fact and true, but it must be borne with serenity.

To come down to particulars, teachers do not as a rule estimate rightly the powers of resistance in the childish mind. We all accept it for truth that the mental states are conditioned upon physical growth; but while we proclaim the truth with our lips we ignore it in our practice. We need to bear it constantly in mind, as a working hypothesis, that improvement of physical expression reacts upon our mental state, and that as the mind develops, the bodily functioning grows into perfection. Recent experiments have shown that in some cases sight can be imparted to those blind from birth by a slow, patient process of stimulation of quiescent nerve cells. Not all at once can the blind be made to see, but only by working and waiting thru months and years. There has to be a gradual building up of cell and tissue. So, too, in education. The process seems slow; yet when one considers that millions of years have been required to bring the race to its present physical and social complexity, and that this whole period of human development must be covered in the span of the life time of the normal individual, one realizes that the process even when retarded, is almost incredibly swift. The skilful teacher may accelerate it a little, but he may not kick it along.

Nature has wisely provided for the prolongation of human infancy. Our mental growth waits upon our physical. Of no other creature is the infancy so unpromising as man's, of no other creature the maturity so magnificent.

We must trust to the laws of growth. As an example, take the elementary problem of holding the attention of little children. The conditions of modern living are such that great importance is attached to habits of fixed, undivided attention. The man can do but one thing well at a time. How to train the child's wavering attention, capricious and shy as a trout in the pool, into one of fixity and steadfastness is a problem that most teachers are trying to cope with. Too many of them are burdening themselves with sensationalism; the child's mind must be kept stimulated at all costs. This is not the way of nature. The normal child himself outgrows such appeal to his automatic attention. At first feebly, then with stronger impulse, his will manifests itself in the matter; he learns slowly to pay attention because he wishes so to do. The teacher must strengthen this impulse as it appears, not inhibit it by incessant appeal to the child as to a piece of mechanism, responsive only to stimulus from the outside.

Sub-Conscious Ideas.

Nor should a teacher feel it a burden that pupils often do not know what they once knew. The loss is not irreparable. Ideas sink to an underworld of forgetfulness whence they may, is

needed, be resurrected. If the oblivion of concepts drags beneath its current much that ought not to be lost, it still carries off much that is well out of sight.

"I know it, but I cannot tell," says the child.

"If you knew it, you could tell," replies the teacher.

Each is right according to the sense he attaches to the word *know*. The child refers to obscure, sub-conscious knowledge, the teacher to knowledge definite and clear-cut. It is the teacher's duty to make the sub-conscious treasures available; not by arousing antagonism to keep them hidden in the underworld. He needs to know among other things that these possessions are frequently rendered unavailable by bodily weariness, by stage-fright, by anger.

The immaturity of the young mind must be kept steadily in view. A child cannot do a man's work. The policy of waiting for development is dangerous in unskilled hands, yet it is the true policy. Things dimly seen by the childish mind will be clearly apprehended later on.

Often it is a mistake to keep the child back who has seemed not to make progress. In the Cambridge schools, where promotions are rapid or slow according to ability, it has been shown that those pupils who have been allowed to push thru the grammar grades in four years are the pupils who average best in the high schools; that those who do the work in five years rank next to these; and that those who finish the grammar school course in the six years ordinarily required prove to be for the most part only mediocre scholars in the high school. Each child can be relied upon to make progress, but the rate of progress cannot be determined by any law of averages.

Most teachers as they grow old seem to find steady deterioration in the quality of the classes that come to them. Such retrogression is, of course, imaginary. The sense of it arises from the constant widening of the gap between the teacher and the pupil. The grasp of the teacher, as he goes over his subjects year after year, becomes very firm indeed, and unless he is very broad he loses patience with the stumbling inefficiency of the youthful.

He needs, as we all need, a daily confirmation of faith. Why expect harvest to come so quickly after seedtime? Not absolute progress must be looked for in the child, but relative progress. If the child this year has gone ahead faster than in the preceding year, all is well. Marks may be low, yet the ratio of accomplishment, very high.

Coping with the Impossible.

After all is said, the school cannot perform miracles. Do your best as a teacher, still there will be something lacking in your graduates when they go out to perform the duties of life. You will be called to account for their crudeness and rawness at beginning, and for the many failures among them thruout the long struggle. The world does not see what is the truth of the matter—that school deals mainly with theory. The good work of the scholar may contain weaknesses which would render it almost worthless in the stern practice of business. No money is lost by a bit of carelessness in school-room arithmetic; no life depends upon the pupils' answer to a question in physiology; no votes hang upon the arguments in the school-boy's oration. The brilliant young scholar finds it easy to win marks and approbation in spite of occasional lapses into vagueness and inaccuracy, but when the surgeon's knife is put into his hand with power to save or kill, his weakness becomes a thousand times more apparent than his strength.

Each individual has a destiny. Human beings are fated to grow along fixed lines. Their momentum carries them along ways which education may clear or obstruct, but whose direction it may not alter. There are lives that are foreordained to success as there are lives foreordained to failure; nor can the school be held responsible for every failure.

Great as is the word *education*, *evolution* is a greater.

Mr. Hill's address was followed by an informal greeting to the members of the council by State Supt. C. R. Skinner, who was jocularly introduced as the man responsible for most of the illegitimate burdens of the New York State teachers. Mr. Skinner welcomed to the empire state the distinguished visitor from a sister state which has done much in an educational way, and called attention to the fact that New York has made greater educational progress relatively in the past decade than any other state. The office of the teacher in this state should be magnified, and the illegitimate burdens should be rolled away. In particular the curriculum needs pruning. Almost every art and science known to man has somewhere been introduced, except Christian science, and it is only a question of time when that will be knocking for admission.

Before the council disbanded, to meet again at the Albert for lunch, a vote of thanks to Mr. Hill for his courtesy in coming over to New York to address the meeting was unanimously passed, and announcement was made that the next meeting would take place Sept. 21.

An Educational Barquet.

A very jolly lunch at the Hotel Albert followed. The members of the council and their wives had turned out in full force, and filled the large dining hall of the hotel beyond its capacity, so that extra tables had to be provided. Messrs. Swingle, of Orange, and Rowley, formerly of Orange, served as floor managers and showed great managerial ability in the disposition of the diners. The excellent lunch served seemed

only to whet the appetites of the members for more intellectual nutrition and at two o'clock another feast was started.

Principal and Superintendent.

Associate Supt. A. W. Edson, of Manhattan, was the first who was called upon for an exhibition of post-prandial oratory. He responded with a witty and sensible talk upon the relations of superintendent and principal.

The importance of the latter official he was very much disposed to magnify. The principal is the pedagogical head of the school. As he is, so is the teaching in the school; and to choose principals wisely is the first step toward getting good schools. The right kind of principal must be able to make a favorable and permanent impression upon four classes of people: (1) pupils; (2) teachers; (3) parents; (4) tax-payers. He should be a scholarly man—a life long student. He should not strike twelve, but only eleven-thirty. He should not be a time server. Above all he must not be a spy, or a pry. Teachers rightly hate the man who is always trying by underhand methods to discover their shortcomings.

What the Superintendent Should Do.

Mr. Edson laid down a little code of conduct for the superintendent which is well worth careful consideration:

Never, he said, enter a school by the back door. See the principal first, the teachers afterwards. Make a point of seeing every teacher in your charge at least three or four times a year. Have the principal come with you to the class-rooms, with the understanding that he shall not take part in proceedings. After visiting the rooms talk over with the principal the things you have observed.

Greet the teacher in an informal way and bid her continue her work. Look up her plan of the day and her progress book. After listening to a recitation or two, look over some written work, both original drafts and corrected.

The superintendent ought to be able to carry good ideas from one school to another. Nothing of this sort should, however, be imposed as a command; it should simply be offered in the way of suggestion. Good feeling will subsist between superintendent and principal if both are reasonable.

Supt. E. L. Stevens, of Queens, had something to say regarding the importance of the teachers in the systems of to-day. They are the instruments thru whom the work of education is performed. The test of a good principal or superintendent is that he could at a minute's notice step into a classroom and teach a class in an able up-to-date fashion. It is not unlikely that many school officials would fall down on this test. Teaching is harder work than it was once, and many superintendents are actually far behind their best teachers in knowledge of classroom methods and power to execute them.

The wonder is that among teachers the percentage of failures is as small as it is. A genius, according to a good definition, is a man who is "onto" his job. Judged by this test there are very many geniuses in the teaching ranks.

The concluding speaker was Prin. C. D. Larkin, of the Brooklyn manual training high school, who advised the teacher once in a while to stop talking and give the youngster a chance to think. Teachers are a very industrious class of persons, sitting up until twelve o'clock evolving schemes for overloading their pupils with work. Our school programs need re-modeling so that the pupil can get half an hour a day to think. There should be fewer note-books and smaller; this means less home work.

More Summer Industrial Work.

The summer school activities in Manhattan borough will be more comprehensive than ever before during the coming vacation and especially along industrial lines. There will be sixteen school centers at which handicraft subjects will be taught to the exclusion of almost everything else in the forenoon.

Heretofore in these schools the pupil could take any one industrial subject. Now, however, there will be chance to elect two or more subjects so that the pupil will not be confined to one line of work all the morning. All the ordinary phases of home industry and handicraft will be represented. There will be cooking and care of children for girls as well as needle-work. The boys will have carving, toy-making, basket-weaving, iron-bending, and similar pursuits. Most of the schools at which this work is to be done are on the lower East side.

Another feature of the summer work from which Supt. Schaffner, who has it in charge, expects great things, is the extension of the number of evening playgrounds for youths who would without these seek recreation in less desirable places. There will be ten of these. One of these, that at P. S. No. 1, Henry street, is sure to be popular since it will be able to furnish shower baths in connection with gymnastic practice.

Want Mr. Ray Transferred.

The committee on teachers has recommended that Principal Martin H. Ray, of P. S. No. 51, be transferred to a smaller school. Mr. Ray who has been identified with the school for more than thirty years does not want to go, nor does the neighborhood apparently want to lose him. Hundreds of people on the West side between Thirtieth and Fifty-fifth streets are signing petitions, asking that Mr. Ray be not removed and stating that he is entirely acceptable to them. Many of the signers were Mr. Ray's pupils and now have children in his school.

Chicago News Letter.

CHICAGO.—Much to the disappointment of the members of the Chicago Teachers' federation, Governor Yates has signed the optional school pension bill in its emasculated form. The new law permits any contributor to withdraw at any time. The fund is to be raised by contributions from the teachers, not to exceed one per cent. of their salaries. The governor's action is a victory for the principals and high school teachers who have been fighting the old law bitterly, on the ground that they saw no possible benefit to be gained, as the fund would be exhausted within ten years on the old plan. The new law will kill off the pension fund in much less time. It is expected that there will be about 2,000 withdrawals. President Harris, of the board of education, says the only thing left to do will be to pay out the surplus fund to those who are now receiving pensions.

Governor Yates has vetoed the bill for the consolidation of the school districts of a county into one district, and for the free transportation of pupils to and from school. The governor held that the latter proposition was too radical and that it had not received proper consideration at the hands of the legislators.

Supt. Cooley's recommendation that flowers and the giving of other presents to high school graduates this year be prohibited has been adopted by the board of education. The exercises will be of a simple nature and the frills which usually went to make graduation day a bright memory for the children of well-to-do parents will be missing.

The Federation of German Catholic societies, of Illinois, purposes to bring an injunction suit against the board of education to restrain the latter from carrying out a plan to provide free text-books to all children in the first four grades in the public schools. The board recently made an appropriation of \$91,000 for this purpose, but the money has been tied up because of the fight made on the proposition to furnish free text-books. The federation claims that the state law does not provide for such distribution. It is maintained that those who send their children to parochial schools pay taxes for the support of the public schools but not for free text-books.

At the meeting of the Chicago Principals' Association held last Saturday, a plan was adopted by which contributors will get the use of traveling museums and in some cases will be able to add permanent collections to their school museums. The Academy of Sciences is to furnish the traveling museums which are to contain object lessons on cotton, coal, and every other subject germane to the teaching of geography. The cotton exhibit is to form part of a lesson on the Southern states while the coal exhibit will relate principally to Pennsylvania, Ohio, and Illinois.

Dr. Jacob G. Schurman, president of Cornell university, made an eloquent plea, last Saturday, at the meeting of the Chicago and Cook County high school association for the adoption of the elective course in secondary schools. Dr. Schurman said in part: "If we had a college devoted exclusively to the education of rich men's sons I suppose they might elect to take nothing but snap studies. But we have no such institutions in this country and consequently there are no such results under the elective system. Do not force all your boys and girls into one mold. No human mind can grasp all the knowledge of to-day."

Wants Autocratic State Superintendent.

LANSING, MICH.—The Michigan Association of School Superintendents met here May 10. Dr. Albert Leonard, of Ypsilanti, president of the Michigan system of normal schools, read an interesting address on "School Administration." He strongly advocated enlarging the scope of the department of public instruction. The state superintendent should be invested with almost autocratic powers. The apportionment of the school funds should be his. He should have unlimited authority over the examination and certificates of teachers, over teachers' institutes, over high schools. In all disputes he should be the arbiter, and power to enforce his decision should be conferred. His term should be for four years, and his salary should be commensurate with his duties and responsibilities.

In local school affairs similar concentration of authority should be the rule. The superintendent should be responsible for the educational system. He should choose teachers, select text-books, and arrange courses of study, unhampered by the influence of the school boards.

Death of William Von Aldehoff.

DALLAS, TEX.—Mr. Henry W. Aldehoff, one of the teachers of language in the South, died in this city May 10. A graduate of Bonn university, Germany, he brought to the South in ante-bellum days the methods and aims of the German university. For many years he conducted a large preparatory school at Kingston, Tenn., from which he graduated men like Gen. John T. Morgan, Gen. G. L. Gillespie, and Hon. James Sevier. He was an ideal grammarian with command of nine or ten languages and a firm grasp upon the principles of philosophy. For the last few years he had been living in retirement at Dallas.

New England Notes.

BOSTON, MASS.—At the meeting of the school board, May 14, a letter from Mayor Hart was read urging greater economy upon the board, and warning them that if they exceeded the sum appropriated by the city council for any of the various lines of expenditure, their bills would be held up in the auditor's department without payment.

Miss Sarah L. Arnold, one of the two supervisors whose election was held up last summer for a time, but who was re-appointed because public sentiment so clearly demanded it, has tendered her resignation to take effect Sept. 1. In place of accepting it the board has appointed a committee to confer with Miss Arnold, and if possible induce her to withdraw the resignation. According to numerous communications to the papers the real cause of the resignation appears to be the determination on the part of a portion of the board to conduct the schools with little regard to the views of superintendent and supervisors, and this resignation is a protest against the system.

Harvard University.

It is announced that Harvard university is soon to erect a group of seven buildings on a twenty-six acre lot on Longwood avenue, for the use of the medical and dental schools. When completed the buildings will have cost over two millions of dollars and will be the finest medical buildings in the world. They will be grouped around a court, and will contain laboratories devoted to every branch of investigation relating to the science of medicine.

High Schoolmasters' Club.

The Massachusetts High Schoolmasters' club dined at the United States hotel on May 15. Prin. Cyrus W. Irish, of the Lowell high school, read a paper on "Commercial Studies in High Schools." He held that a commercial course is specially desirable to give pupils who do not aim at higher education a definite aim, and to hold them to a logical succession of studies.

Principal Lewis, of the English high school, Worcester, said that he had organized a commercial course to please the school board, yet, in his view, such studies have no place in an educational system. He was sorry to find that one-half of the six hundred who have applied for admission to his school for next year want that course.

Principal Ramsey, of the Durfee high school, Fall River, spoke of the success of the business course in his own school. He finds no difficulty in placing the graduates in the offices of the best business houses of the city.

Prin. Enoch C. Adams, of Newton, was re-elected president, and Wilbur J. Rockwood, of Everett, secretary.

Briefer Items.

CAMBRIDGE, MASS.—Mr. James S. Barrell, principal of the Harvard grammar school since 1874, has resigned, to take effect at the end of the current year. He will then have completed fifty years of service as a teacher, and he says in his resignation that this "is a fitting time to lay aside active duties and responsibilities."

WELLESLEY, MASS.—In making the announcements of elective courses for the next year, the faculty of Wellesley college have added nine new subjects, which carries the whole number up to 244. The new courses are in history, economics and sociology, Biblical history, literature, and archaeology.

WORCESTER, MASS.—Prin. Joseph Jackson, of the Woodland street school, has been elected to the principalship of the English high school succeeding Prin. H. P. Lewis, who goes to the new South End high school. His salary was fixed at \$3,000.

HANOVER, N. H.—Mr. George R. Lyman, a student in the Harvard graduate school and at present candidate for the degree of Ph. D., has been chosen to take charge of the department of botany at Dartmouth college. Mr. Lyman was formerly principal of the high school at Amboy, Ill.

BRADFORD, MASS.—Miss Ida C. Allen, for fifteen years principal of the Bradford academy, has resigned, to take effect at the end of the present year. The trustees have elected Miss Knott, of the Lowell normal school, as her successor. Miss Mary S. Anthony, assistant principal, who has also been in the school for fifteen years, Miss Mary C. Barstow, teacher of music, and Miss Jennie C. Ireson, teacher of elocution and gymnastics, have also resigned, and their resignations have been accepted. Miss Barstow has been a teacher in the academy for thirty-three years, and Miss Ireson for twenty-four.

SOUTH HADLEY, MASS.—Miss Mary Emma Wooley, recently of Wellesley college, was inaugurated president of Mt. Holyoke college, on the afternoon of Wednesday, May 15. Dr. Judson Smith, president of the board of trustees, in giving over the keys, reviewed briefly the history of Mt. Holyoke from its opening sixty-three years ago under Mary Lyon with one pupil, to its present great size and standing, with more than forty permanent members in its faculty and 550 students. Miss Wooley took for her theme "The College Woman as a

Gentlewoman." She considered two questions, "What is the Outlook for the College Woman?" and "What can the College do to Prepare her for her Work?"

Miss Wooley traced the part that woman must increasingly command in the affairs of the nation, and she showed that in the future the college woman must largely step outside of the work of a teacher, the profession in which she now finds her principal employment. Other addresses were by President Hazard, of Wellesley; Pres. J. M. Taylor, of Vassar; President Faunce, of Brown; and Pres. George Harris, of Amherst.

Interesting Notes from Everywhere.

WASHINGTON, D. C.—A report on the enrollment and average attendance at the regular Indian schools for the quarter ending April 1 shows that the total number of pupils in all Indian schools was 25,860. This represents the largest annual increase recorded in the last fifteen years. The average attendance at the non-reservation schools increased 819; at reservation boarding schools, 1,338; at day schools a decrease of 342. The net increase for all schools was 1,865.

WICHITA, KAN.—Mr. Knight, of the Kansas City high school, was elected superintendent of the city schools May 6, defeating Mr. Frank Dyer.

LITTLE ROCK, ARK.—Supt. J. Rightsell has been unanimously re-elected superintendent. He came to Little Rock in 1870 and has been connected with the school system continuously since that time except for an interval of four years, 1875-80, when he held a government position at Washington.

MUSKEGON, MICH.—Mr. Charles H. Hackley has given the city \$6,000 for the completion of the natatorium and shower baths at the manual training school.

FLINT, MICH.—This city gets Supt. R. H. Kirtland. He is now located at Houghton, and has been offered an increase of \$500 if he will remain, an offer which he has declined.

PATERSON, N. J.—Supt. Louis Agassiz Goodenough was married Saturday, May 11, to Miss Mary Burgess, of Jersey City. The wedding took place in the Judson Memorial church, New York city. The officiating clergyman was the Rev. Edward Judson, an old friend of Mr. Goodenough's family. The bride, who was gown in white satin, had for her bridesmaid Miss Julia Hinchcliffe, daughter of the mayor of Paterson.

Mr. Goodenough's father, who was a teacher, married a teacher, and now the son follows the father's example. Miss Burgess was until recently a teacher in the Hasbrouck institute, Jersey City.

FREDONIA, N. Y.—Plans for the new normal school have been received in Fredonia, approved by the local board and returned to the state superintendent to be passed upon finally. As soon as they have been approved at Albany, bids for work

will be advertised for, and the work of removing the debris of the old building will be begun.

The new school will be of gray pressed brick, with facings of red Medina for Potsdam sandstone.

KALAMAZOO, MICH.—Prin. S. O. Hartwell, of the high school, has been elected to the superintendency. There were a score or so of applications for Supt. Latham's old place, and Mr. Hartwell's was not among them. The honor is the more appreciated since it came unsought.

SYRACUSE, N. Y.—A resolution has been adopted by the board of education favoring the introduction of school savings banks. Supt. Blodgett has been an earnest advocate of the system for a long time, and will seek by personal appeals to the teachers to have it given a fair trial in the schools.

OSHKOSH, WIS.—The high school, a four-story brick structure was burned May 2. The estimated loss is \$70,000; insurance \$16,000.

PITTSBURG, PA.—Supt. Samuel Andrews has nearly completed his annual inspection of the schools and he finds the work entirely satisfactory. In the matter of drawing he reports especial cause for gratification. This work will bear the inspection of the public, beginning May 30, when there will be an exhibit in Carnegie institute. Mrs. Mary Van Wageningen, supervisor of drawing, is attending the convention of artists in Philadelphia this week, Miss Kate Neumont accompanies her. The central board of education will be asked at its next meeting to adopt a pupil's transfer certificate whose form has been made out by Supt. Andrews. The certificate will set forth what year of the eight has been completed at the expiration of the term and will show how long the pupil has been engaged with that year's studies. This certificate must be presented by a pupil in order to secure admission to the schools of another district.

The subject for discussion at the second annual conference which was held in the normal school Thursday and Friday was "Problems of Supervision." The speakers included Dr. James C. MacKenzie, director of the Tome institute, on "Supervision of Secondary Schools;" Enoch W. Pearson, music director in the Philadelphia public schools on "Supervision of Special Studies;" Miss Elizabeth V. Maguire, of the Francis M. Drexel Elementary school, and Louis Nusbaum, of the School of Pedagogy, Central High school on "Supervision from the Teachers' Point of View." The speakers Friday evening were: State Supt. Nathan C. Schaeffer, on "Relations of the Superintendent to the Training of Teachers;" Supt. William E. Chancellor, Bloomfield, N. J., on "Boards of Control and the Superintendent;" Oliver P. Cornman, supervising principal of the Northwest Elementary school, on "Interrelations of the Teaching Forces."

Humors feed on humors—the sooner you get rid of them the better—Hood's Sarsaparilla is the medicine to take.



WREATHS FOR THE MAY

Notes of New Books.

In the new *Elementary Inductive Geography* by Miss Davis and Dr. Deane we have a text-book which commands attention. Any new book planned for school class-room use must demonstrate for itself adequate reasons for existence. Such a book is no mere addition to the world's literature; it is competitive, and its object is displacement of other books to make room for itself. As in this case there are already many school geographies. Was there need of another? Does this new geography meet the need? No man who takes this book into consideration can avoid asking himself these two questions.

There are yet other questions to be asked, and, if possible, answered when a new text-book undergoes critical examination. Some of these questions are prominent or important, or even both prominent and important in one's mind, when one takes a new text-book into consideration. What is its bibliography, type, paper, illustrations, binding? What is its number of pages? Then going deeper, one asks,—What is the order of its content? What is the method? What is the consistency of part with part. The still closer examination compels yet further inquiries,—What comprehensiveness is shown? What are the qualities of style in language and of style in the pedagogic art? These are some of the questions we must ask and answer with reference only to the book itself. But a still more difficult and important question arises because the book is proposed as a text-book: How nearly does this book realize the best that is now thought in the world of education? Finally we must confront the two hardest questions of all:—What would be the results in the mind of a pupil who had been reasonably well taught in a class using this book? Are these the things we most desire our boys and girls to know?

Such in outline are the questions which at once occur to the critic of new school text-books. Without excessive detail in our answers, what is to be said of this new "inductive" geography? And without answering at all the first great questions, What is geography? What should it be? and why do we study it? Let us answer the practical, present-day questions as suggested, keeping as much as possible in our minds the new faith that the end of education is not so much the getting of knowledge into children's heads as developing the power of their hearts.

There has been long felt the need of a good elementary geography,—concise, interesting, full of the spirit of nature yet human, accurate, comprehensive yet concrete, and always teachable. Many a book succeeds in the library or even in the committee-room only to fail in the class-room. It is apparent at first consideration that this new book aims to meet the need. Whether it actually does meet the need only the years of class-room trial can tell. To that trial the aim of the book justifies a claim of right.

The type with which the book is set is artistically admirable, and perfectly adapted to the needs of children. The paper is good. As for the illustrations, in number and in quality they reach the highest grade of the art of printing pictures in black and white. Further, they fit the text. The binding apparently is well done. Of the maps one may safely say that there are none better for elementary school use as yet published. The number of pages is somewhat over two hundred; a reasonable and an adequate quantity of material is provided for study by this space. The size of the volume commends it favorably, slightly more than seven by nine inches. Most geographies, even most elementary geographies, are too large to be carried or handled conveniently.

The book presents the subject of geography in this order of topics. Introduction, including Land and Water, Day and Night, Plant Life, Animal Life, People; Physical Features, including fundamental facts of physiography, Ocean, Air, and Map-reading; Political divisions, wherein nearly a quarter of the whole book is devoted to the United States, and the other areas are given the proportions of space deserved not by their size so much as by their importance in the life of civilized humanity. The Supplement is very valuable. To this order the terms logical and scientific may well be applied. At the present stage of educational thought it would be difficult to improve the order. The method of presentation is chiefly inductive; and the book stands as one whole in the reader's mind to a degree unusual in geographies.

The literary excellence of this text is distinctly its greatest quality. Any scholar may be comprehensive. Almost any teacher of education and experience to-day can present lessons pedagogically artistic, as are these. But to write in obedience to the demands of such a subject as geography and of such an art as pedagogy and yet to write well, to write in accordance

with the canons of good English, is an achievement. This book is finely written.

Thomas Henry Huxley convinced the world that geography, is based on physiography, is essentially physical geography, of which political geography is a result in the affairs of mankind. This book is true to this principle, but does not over-emphasize it. It seems probable that a boy or girl who had studied this book for two or three years would know the essential and the interesting facts of the earth in which it has pleased the Creator to provide at least a temporary home and school for man. To know these facts as the result of a rational process of instruction is to become better educated. It seems equally probable that the thoughtful public would regard a twelve or thirteen year old boy or girl who knows such a book as this as satisfactorily trained at school in geography. One must conclude that this new text deserves the consideration of those who look for and work for progress in our common education. (Potter & Putnam Co., N. Y., 1901. 218 pp. 72 cents, list.)

More than six thousand of the commonest English words carefully graded for elementary schools comprise the *Quincy Word List*, by Frank E. Parlin, A.M., superintendent of schools in Quincy, Massachusetts. These words were originally prepared for Mr. Parlin's own use, but the list has proven so helpful to many teachers that repeated calls have led him to have it published. A strong feature of the speller is the alphabetical order in which the words have been arranged. This enables the busy teacher to speedily find any word in a grade. For completeness and arrangement this word list stands at the head of any recently published. The "suggestions" are carefully prepared with a view to helping teachers in their spelling exercises. (The Morse Company, Boston.)

A synthetic and phonic word method is found worked out in the *New Education Readers*, by A. J. Demarest, superintendent of public instruction, Hoboken, New Jersey, and William M. Van Sickle, superintendent of schools, North Bergen, New Jersey.

In Book One nine weeks are devoted to foundation work and eleven weeks to practical application. The best features of the word, phonic, and synthetic methods have been worked out in these readers. Valuable directions are given teachers for conducting the lessons; and especial stress is laid on the drill part. Stories are given for use in teaching the consonant sounds. Every page has a suggestive picture from which the stories are made up. (American Book Company.)

"A thoroly business-like grammar, with a business-like arrangement" is *A New School Grammar of the English Language*, by Edward A. Allen, professor of the English language and literature in the University of Missouri.

The connection between lessons is close, so that the pupil will feel a certain definite purpose as the work progresses. The fundamental principles of English grammar are presented in a form that will lay the foundation for a logical knowledge of the English idiom.

A great many exercises have been given to illustrate every subject treated. The type is clear, and especial prominence is given to important topics on all the pages. Wherever poems are used they are selected from the best authors, thus giving to the work a certain literary character. (D. C. Heath & Company, Publishers, Boston. Price, 60 cents.)

Selections from the Prose Writings of Jonathan Swift, edited with notes and an introduction by F. C. Prescott, assistant professor of rhetoric, Cornell university. In this edition of the writings of Swift neither "Gulliver's Travels," nor the "Journal to Stella," will be found, the one because it is already obtainable in many forms, and the other because not having originally been intended for publication, it cannot properly be included in Swift's prose. Otherwise the selections will be found fairly representative of this writer's works. (Henry Holt & Company, New York.)

Historical Primer of French Phonetics and Inflection, by Margaret S. Brittain, M. A., French lecturer in Victoria college, Belfast, with introductory note by Paget Toynbee, M. A. This book is to be used as an introduction to Brahet's "Historical French Grammar." It is written upon the same historical principles. A few chapters have been appended on inflection, which will be found useful by the beginner, and a full index has been provided. (The Clarendon Press, London, Edinburgh, and New York. Price, \$0.60.)

Primary Picture Cards are intended for use as soon as a child begins to learn to read, or even before. Some cards have pictures and some have names of objects; the pupil is to bring these together. The cards furnish profitable occupation for the children. (Ginn & Company, Boston.)

Clara Kern Bayliss, the author of "In Brook and Bayou has written another book which appeared in serial form in *School and Home Education*. The story is now published in book form. *Lolami, the Little Cliff Dweller*, is the story of a child who lived among the cliffs in the Chelly canyon. The book differs from many Indian tales in that it deals entirely with a fascinating people we rarely meet in Indian tales. The cliff-dwellers are treated by Miss Bayliss with a charm that holds the attention thru chapter after chapter. The characteristics of this strange people are worked out thru the adventures of the little Lolami. The book will be popular among children. (Public School Publishing Company, Bloomington, Ill.)

Three attractive volumes have lately been added to that library of biography, the Riverside Biographical series. Walter Allen admirably sums up the events in the life of *Ulysses S. Grant*, with which every young American should be familiar. It is a narration of achievement that will thrill and inspire all who read it. The story of *Lewis and Clark* is told in another volume by W. R. Lighton. These men performed one of the most important feats in exploration in the history of our country. The tale is one of history and romance combined. James B. Thayer in a brief space gives an account of the life of our greatest jurist, *John Marshall*. No man did more toward the establishment of our government on firm foundations than Marshall. While the story of his career may not be as absorbing as that of a soldier or statesman it will be found to be equally as instructive. (Houghton, Mifflin & Company. Cloth, 50 cents each.)

Religion in Literature and Religion in Life, by Stopford A. Brooks, LL.D. Two lectures by the author of the "Primer of Literature," which has become a handbook for thousands of eager students, are contained in this book. In his consideration of the religion of literature he confines himself to the poetry of the past eighty years. By religion he means that set of ideas or that one idea which a great writer, speaking as the mouthpiece of thousands of men, puts forward as the highest aim of life, as the expression of that which he desires to worship in thought and with passion, to which he desires to conform his own life, which he urges on others, and for the promotion of which he and all who think and feel with him bind themselves together into one body. He shows how this broad and all-embracing religion caused Burns to revolt from the "terrible religion of Calvinism," how Wordsworth adopted the ideas of liberty, equality, and fraternity, how Byron stood for truth and honesty against lies in society, state, and church, how Shelley revealed the masterhood of love, how Keats showed men the beauty of idealism, how Browning and Tennyson preached the religion of love and the eternity of love, how Arnold and Clough and Carlyle (in prose) exemplified the religion of duty. He gives a most vivid, tho succinct, picture of the effect which the evolution theory had on poetry and religion and then of the reaction which brought forward the work of Rossetti and Morris and Swinburne. He ends with a plea for the religion that means the Brotherhood of Men based on the Fatherhood of God. (Thomas Y. Crowell & Company, New York. Price, 60 cents.)

Elizabeth Harrison, whose "Vision of Dante" has been mentioned so favorably by critics, has just brought out *A Study of Child Nature*. The chapters are in the form of talks for mothers and teachers. They were given before Miss Harrison's

classes in Chicago and elsewhere. This author feels the importance of right training in the early years of the child's life. His bodily welfare upon the soundness of which depends the health and strength of maturity are the subject of careful thought. The training of the body, the mind, and the soul are all worked out in such a way as to be of much assistance to mothers and directors of mothers' meetings. (The Chicago Kindergarten College, 10 Van Buren street, Chicago, Ill.)

That clever writer, John Habberton, author of *Helen's Babies*, has treated the subject *Poor Boys' Chances* with a simplicity that will gain for him many more admirers among young people. Mr. Habberton takes such men as Benjamin Franklin, George Washington, Alexander Hamilton, Peter Cooper, President Garfield, as examples. From their lives he draws illustration after illustration of the way these men used their chances and improved them. In one chapter he says of Abraham Lincoln:

"No boy who became famous had fewer chances than Abraham Lincoln, the best known and most loved of all our presidents after Washington. . . . Its (Kentucky's) principal industry was farming, at which any one might have a chance, if he liked, for land was abundant, rich, and cheap." Of the chances by which Jay Gould's enormous wealth was acquired the author observes:

"Well, all of them (chances) are named in this sketch, but they were so small that probably the reader has overlooked them, yet they made his character while he was still a boy, and all that followed was the result of his character." Thru-out the book the principal thought is the chance that the poor boy has had and improved. (Henry Altemus Company, Philadelphia.)

Mr. Chupes and Miss Jenny is a prettily told story of the captivity of two robins. Their misfortunes first made them the involuntary companions of human kind, and their affection for their gentle guardian made them unwilling afterward to leave her for a life of liberty with their own kind. The writer, Effie Bignell, is shown to be a true and sympathetic lover of birds. This book will surely aid in bringing about more humane treatment of these beautiful denizens of the air. (The Baker & Taylor Company, New York. Price, \$1.00.)

The Story of Eva gives a picture of Chicago life, the chief characters being an Eastern man and a Western woman. It treats of topics usually forbidden, but with considerateness and dignity. The development of the man and woman under unusual circumstances is followed out in detail. The force of the story lies in the bringing out of the nobler qualities of the man and woman. (Houghton, Mifflin & Company.)

The Body of Christ is a historical and argumentative treatise by Charles Gore, M. A., D. D., canon of Westminster, on the eucharist or as it is known among most Protestants as the communion or Lord's supper. The author holds to the belief in Christ expressed in the Nicene creed, and assumes the substantial truth of the passages in the New Testament which bear upon the institution of the eucharist. He feels that there is a serious need to vindicate afresh the historical character of the Gospels, but contents himself with giving the impartial investigations of Dr. Sanday. All the controversial points in regard to the Lord's supper are considered. It is a thoro and scholarly work on this most interesting topic, and will be read

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PAID-UP CAPITAL \$1 000 000.00	
January 1, 1901	
Total Assets	\$30,861,030.06
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TOTAL LIABILITIES (Including Reserves),	26,817,908.25
EXCESS SECURITY to Policy-holders,	\$4,543,126.81
SURPLUS,	3,543,126.81
Paid to Policy-holders since 1864,	\$42,643,384.92
Paid to Policy-holders in 1900,	2,906,464.08
Loaned to Policy-holders on Policies (Life),	1,586,632.30
Life Insurance in Force,	109,019,831.00
Gains for the Year 1900 :	
IN ASSETS,	\$3,167,819.96
IN INSURANCE IN FORCE (Life Department Only),	8,685,297.06
INCREASE IN RESERVES (Both Depts.), (3 1-2 per cent. basis)	2,484,892.52
PREMIUMS COLLECTED,	6,890,888.58
Sylvester C. Dunham, Vice-President.	
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with interest by those interested in Christian theology. (Charles Scribner's Sons. Price, \$1.75.)

The Creed of the Presbyterians, by the Rev. Egbert W. Smith, D.D., will be read with much interest now on account of the agitation for revision. The book is a glowing eulogy of Calvinism. The author claims that no creed has ever had such an effect on the history of the world as that of the Geneva reformer. This peculiar system may be traced from St. Paul and St. Augustine to John Calvin, John Knox, and Jonathan Edwards. The Westminster creed the best exposition of it was formulated by an assembly of the brightest and most learned men in Great Britain after twelve years of labor during which every line and every word was weighed and squared with scripture. The book will be interesting not only to Presbyterians, but their critics as well. (The Baker & Taylor Company, New York. Price, 60 cents.)

Without a Warrant, is a novel whose scene is laid in the South. It is by a new writer, Hildegarde Brooks, who shows in this story unusual promise. The heroine is Kate Harlowe, whose adventures in the hands of a mysterious shooting party take the reader thru many scenes of high comedy. It would hardly be a complete novel without a love element, which is delicately and artistically treated. We may expect other good things from the same pen. (Charles Scribner's Sons, New York. Price, \$1.50.)

Moral Culture as a Science is the title chosen by Theoda Wilkins and Bertha S. Wilkins for their useful little volume. It marks a new attitude toward the old problem of just how much and how subjects in this line shall be taught in the public schools. The great necessity for a definite plan of presenting ethics to children led to the preparation of the treatise. The book is divided into three parts: first, that of treating of those fundamental psychological facts which have an especial bearing on ethical development; second, the nature of the various virtues, and the practical suggestions for teaching them, and third, the ethical aspect of school discipline and the common school branches of study. The attempt has been made to give a clear, connected, and scientific grasp of the subject, and we think the authors have in a large measure succeeded. The book will be a useful addition to the library of any teacher. (The Whitaker & Ray Company, San Francisco.)

A Revolution in the Science of Cosmology, by George Campbell. The author has given in this book the latest data bearing upon this most interesting and important science. Facts are adduced which show that the Biblical account of the creation and the evolution according to science exactly agree. This is a lesson to theologians who somehow seem to think that Christianity will be injured by the truth. The fact is that truth will grow stronger with more light; all that is not true will be swept

away, and the sooner the better. Therefore all investigations such as set forth in this book will be welcomed. It is a concise and interesting presentation of the subject. There are several illustrations showing the heavenly bodies. (George Campbell, Oswego, Kansas.)

It is hard to find a person who sees more of life and adventure than the newspaper correspondent, and especially the war correspondent. It is his business to see it and to describe it. If he has the faculty for story telling, if he can put the romance in proper shape, he can command a wide circle of readers. 'An unusual faculty for short story writing is shown by Frederick Palmer in *The Ways of the Service*. That he knows all about those ways may be seen from the fact that he was in the Greek war of 1897, the war with Spain in 1898, the Peking campaign last summer, and our campaign in the Philippines. The stories deal with the operations in the Philippines. The author gives us views behind the scenes in the drama of war. He shows us the agony, the hardships, the love-making connected with the campaign in those far-away islands. In history we have the part that men play in war; in stories like these, we are made acquainted with the part that

women play. The book has several illustrations by Howard Chandler Christy. (Charles Scribner's Sons, New York. \$1.50.)

"Our one great need is for a better kind of people. The progress in human character does not keep pace with our external improvement," is the central theme in Mrs. Charlotte Perkins Gilman's book *Concerning Children*. Mrs. Perkins makes several radical propositions. She would have babies taken care of for at least eight hours of the day by professional nurses and physicians at baby gardens. The conventional place of residence for adults is no place for babies to play in; they are in perpetual mischief. At the baby garden they will have no milk bottles to upset.

Mothers should have some profession to be followed according to their strength even during the months when the babies are young. It ought to be the glorious privilege of every human being to work, in the measure of his strength. That profession of the mothers need not be that of cook or maid.

The present system of bringing up children is defective. The rate of child mortality is shamefully high. Those who survive develop—into such people as we see—evidently not in Mrs. Gilman's estimation much to look at. The effect of minding upon the mind is less salutary than most people suppose. Obedience has its limits. Reverence for childhood is more needed than reverence for old age.

Most of Mrs. Gilman's work will be accepted by every educator as a brilliant exposition of undoubted truths. The book is thoroughly interesting. There is not a dull line in it. The style is incisive and clever. If anything is to be desired in the book, it is a little more reverence for the vagaries of past generations; the incessant assertion of twentieth century superiority becomes somewhat irritating at times. Still the book is fascinating. (Small, Maynard & Company, Boston.)

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Interesting Notes.

A Hotel for Horses.

The Boston board of health has authorized the erection in this city of an apartment house for horses. It will cost \$250,000, and embodies several entirely new ideas. According to plans, the exterior will compare favorably with that of the Waldorf-Astoria in New York. It will have a frontage of 232 feet on Lansdowne street, a depth of 93, and a height of 94. There will be seven floors, each with six separate stables, with accommodations for five horses, carriage house, place for feed, and room for attendants. The floors will

be reached by large elevators, capable of lifting a complete rig.—*Zion's Herald.*

The Glasgow Exposition.

An international exposition covering the same area as that of the Pan-American exposition was opened at Glasgow May 2, by the duke of Fife on behalf of King Edward. Like many exhibitions of this character, it was hardly to be expected that all the exhibits would be in place on the opening day, or that the exteriors of the buildings would be finished. One of the principal exhibits is of Scottish art of the nineteenth century, arranged chronologically and including painting, sculpture, and the so-called industrial arts. There also are brought together the largest collection of Scottish antiquities ever assembled.

An attempt has been made to have the architecture of the exposition characteristic of the peoples and cultures represented: the buildings have therefore been arranged to make a harmonious whole so that a bird's-eye view of the grounds would give a complete picture of international architecture. The Russians occupy four-sevenths of the whole space allotted to foreign nations. After the Russian pavilions, the Canadian house is considered to be the most striking. It is said to have the best site in the exposition, and occupies 23,000 of the 50,000 feet of space allotted to the British colonies; it is followed by Western Australia, with nearly 14,000 feet.

In the sports grounds, which are artistically arranged, there will be held the British cycle championship contests, and the international athletic contest between Ireland and Scotland, and the Scottish inter-university sports.

The Hague Court.

The international permanent court of arbitration has been officially declared open and ready for business. Unfortunately, the convention has not yet been signed by China, Turkey, Mexico, or Luxembourg. It is not of great consequence that the sovereign duchy of Luxembourg has not given its adhesion to the agreement constituting the court and binding its members to accept its decision in cases coming properly before it, but the holding back of China and Turkey is to be regretted, for they are not unlikely to provide good cases for judicial consideration.

Development of Electric Lighting.

In 1881 the largest arc light machine made supplied current for sixteen lights, and when Mr. Brush made a fifty-light machine it was a giant. In the electrical exhibits of the Pan-American exposition the largest type of Brush arc light machine will be shown, and this will afford interesting comparison with the machines of twenty years ago.

Alcohol for Lighting.

The use of alcohol for incandescent lighting has been developing rapidly in Germany and France by reason of the availability of a certain quality of spirit. The ordinary article leaves a sticky deposit where it burns. The alcohol used in Germany is derived from potatoes, and

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Belgium's Artificial Nutmegs.

Connecticut, as the "wooden nutmeg state," must look to its laurels. Belgium counts among its industries the manufacture of artificial nutmegs, which are found to consist of finely-ground extracted or injured nutmegs mixed with about 20 per cent. of mineral substances, and are said to be so cleverly made as almost to defy detection, especially when mixed with genuine kernels. The imitation can be detected by various tests. On being cut, the kernels lack the well-known plant-like structure of the genuine, they become soft when soaked in boiling water, on being burned they leave about 18 per cent. of ashes instead of the usual 2 or 3 per cent., and they are heavier than the genuine.

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Shakespeare in Music.

A new book on "Shakespeare in Music," by Louis C. Elson, has just appeared. There is so much of music in Shakespeare that Dr. Johnson, when preparing his edition of Shakespeare, thought it necessary to apologize for the poet's love of that art. Among the topics discussed by Mr. Elson are the musical instruments referred to by Shakespeare, including recorders, fifes, consorts, viols, lutes, virginals, and bagpipes; the musical life of the period; and the dances, songs, and ballads.

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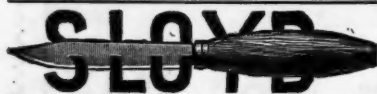
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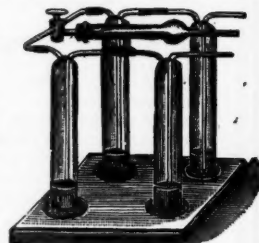
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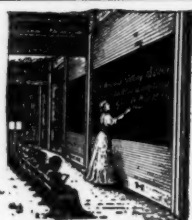
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